

Coordinating Board for Higher Education

Agenda of Meeting

**10:30 AM
Thursday
October 14, 2004**

**Pierson Auditorium, University Center
University of Missouri-Kansas City
Kansas City**

**Directions to
Embassy Suites Hotel
220 West 43rd Street
Kansas City, MO 64111
816.756.1720-phone
816.756.3260-fax**

From I-70 East or West Bound - Exit onto I-35 south bound. Exit #1B, 27th/Broadway (exit is on left side of interstate). Follow exit straight onto Broadway all the way to 43rd Street. Turn right onto 43rd Street, the hotel will be on the right.

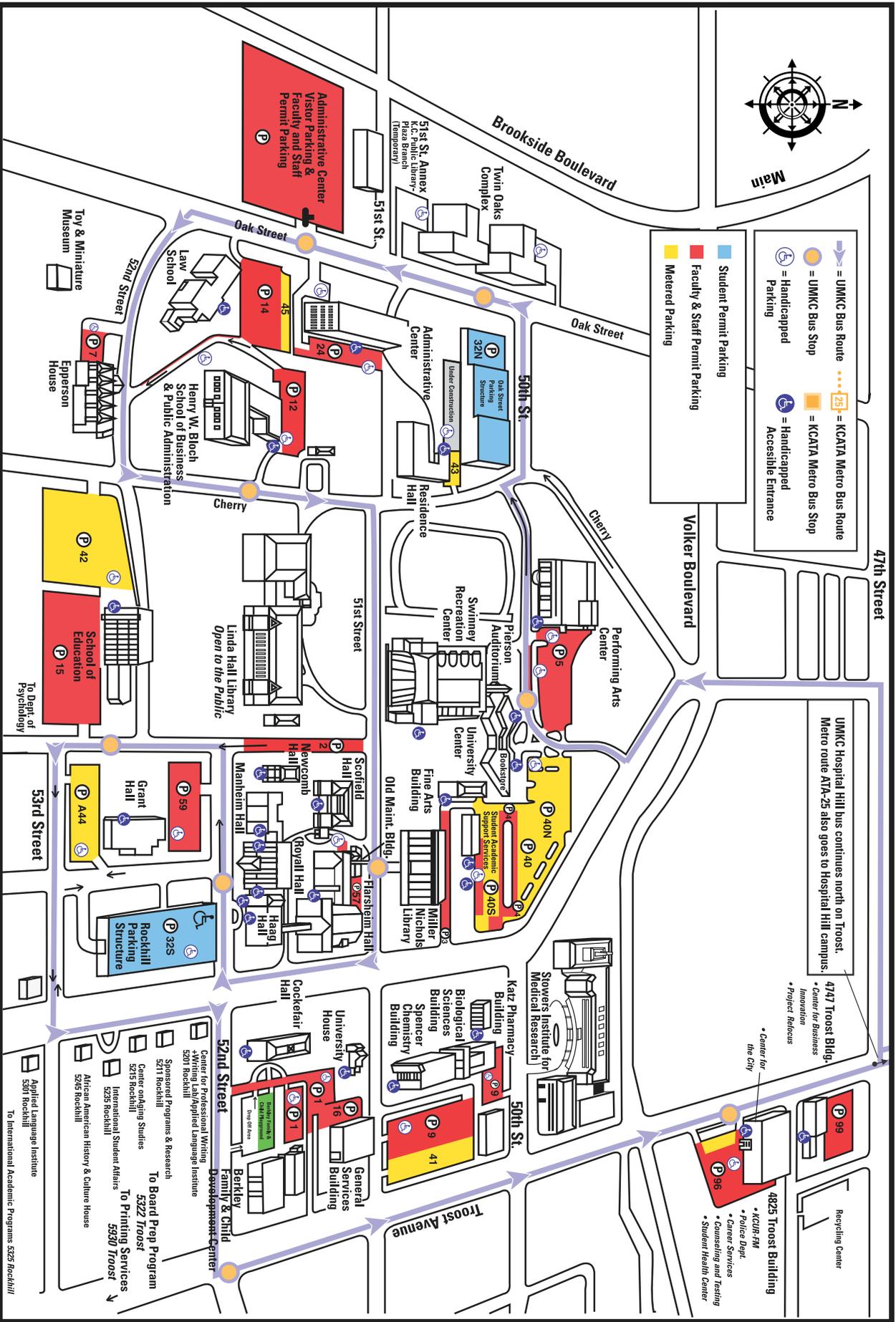
From the North - Take I-35 to exit 1B, 27th/Broadway (exit on left side of interstate). Follow exit straight onto Broadway stay straight all the way to 43rd Street. Turn right on 43rd street, the hotel will be on the right.

From the South - Take I-35 to Mission Rd/Hwy. 69. Turn right on Mission Road. Turn left on 43rd Avenue. Stay in left lane until you see the Amoco Station then get in right lane. The road will split, the right lane is 43rd street, stay straight. Follow 43rd for 4 blocks, the hotel will be on your left.

From the Airport - Take I-29 South to 169 Hwy South Bound. Stay on 169 Hwy for several miles it will take you straight into the downtown area and the street will become Broadway. Stay south on Broadway all the way to 43rd Street. Turn right on 43rd Street. The hotel will be on your right

The University of Missouri - Kansas City Volker Campus

1 ▼ 2 ▼ 3 ▼ 4 ▼ 5 ▼ 6 ▼ 7 ▼ 8 ▼ 9 ▼ 10 ▼ 11 ▼ 12 ▼ 13 ▼ 14 ▼ 15 ▼ 16 ▼ 17 ▼ 18 ▼ 19 ▼ 20



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A ▲ B ▲ C ▲ D ▲ E ▲ F ▲ G ▲ H ▲ I ▲ J ▲ K ▲ L ▲ M

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Key to University of Missouri - Kansas City maps

Abbreviations correspond to building notations from the schedule of classes issued by Registration and Records. (See Volker Campus map, unless indicated)

AC	Administrative Center	H-6	KPB	Katz Pharmacy Building	G-16
ANNEX	51st Street Annex	H-3	LAW	Law School	K-5
BC	Berkeley Child and Family Development Center	J-19	MH (EMH)	Ernest Manheim Hall	J-13
BIOSC	Biological Science Building	G-17	MED	School of Medicine	HOSP. HILL
BLOCH	Henry W. Bloch School of Business and Public Administration	J-7	MNL	Miller Nichols Library	H-14
			NUR	School of Nursing	HOSP. HILL
			NH	Newcomb Hall	J-12
			PAC	Performing Arts Center (White Recital Hall)	E-10
CBI	Center for Business Innovation	A-18	OMB	Old Maintenance Bldg.	I-14
CAG	Center on Aging Studies	K-17	RH	Royall Hall	J-14
CH	Cockfair Hall	J-17	SH	Scotfield Hall	I-13
DEN	School of Dentistry	HOSP. HILL	SCB	Spencer Chemistry Building	H-17
RES-H	Residence Hall	G-8	SASS	Student Academic Support Services	G-13
EDUC	School of Education	L-11	4825T	4825 Troost Building	B-18
EPP	Epperson House	L-7	SRC	Swinney Recreation Center	G-11
FA	Fine Arts Building	G-13	TWIN	Twin Oaks Complex	F-3
FH (RHFH)	Flarshem Hall	I-15	UC	University Center (Pierson Auditorium)	F-12
GSB	General Services Building	I-18	UH	University House	H-17
GH	Grant Hall	L-13			
HH	Haag Hall	J-15			
HSB	Health Sciences Bldg.	HOSP. HILL			

Other Buildings

Board Preparation Program
5322 Troost

Communiversity
5327 Holmes

Garage
5444 Troost

Printing Services
5930 Troost

Psychology Department
5301, 5305, 5311 and 5319 Holmes

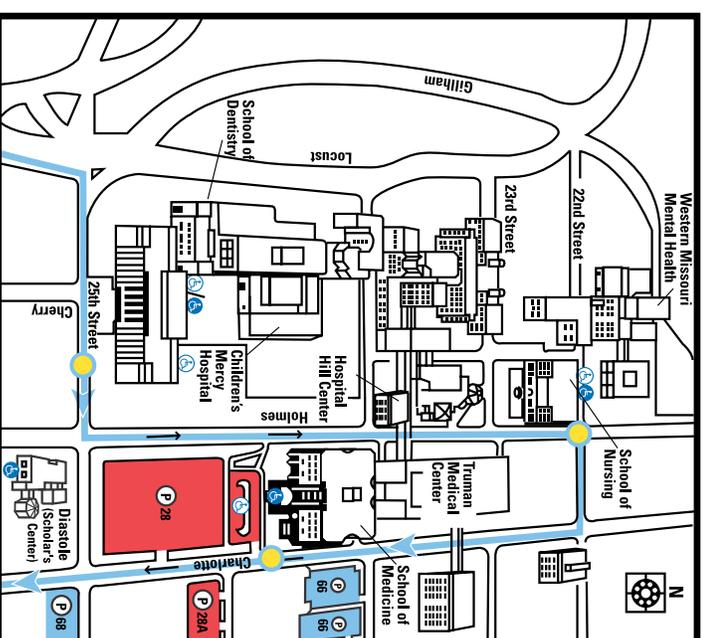
Roo Prints (Quick Copy)
Main: 5930 Troost, x5299
426 Dentistry School, x5271
Royall Hall, x5258
1-202 Law, x5272

U-News
5327 Holmes

P = Parking

Hospital Hill

25th and Holmes streets



COORDINATING BOARD FOR HIGHER EDUCATION

Sandra D. Kauffman, Chair, Kansas City

Lowell C. Kruse, Vice Chair, St. Joseph

Dudley Grove, Secretary, St. Louis

Diana Bourisaw, St. Louis

Marie Carmichael, Springfield

Robert L. Langdon, Lexington

Kathryn F. Swan, Cape Girardeau

Earl Wilson, Jr., St. Louis

Mary Joan Wood, Cairo

TIME: 10:30 AM
Thursday
October 14, 2004

PLACE: Pierson Auditorium, University Center
University of Missouri-Kansas City
Kansas City

Schedule of Events
Coordinating Board for Higher Education
October 13-14, 2004
Embassy Suites Hotel
and
University of Missouri–Kansas City

WEDNESDAY, OCTOBER 13

- 10:00 AM – 11:00 AM Reception with Commissioner Candidate, Focus Group
Participants and Two- and Four-year College and University
Presidents and Chancellors
La Paz 2A, Embassy Suites Hotel
- 12:30 PM – 3:30 PM CBHE Work Session
Alumni Room, University Center, UMKC
- 1:00 PM MCCA Presidents/Chancellors Council
Embassy Suites Hotel, Kansas City
- 2:00 PM COPHE Meeting
Embassy Suites Hotel, Kansas City
- 4:00 PM Joint COPHE/MCCA Meeting
Embassy Suites Hotel, Kansas City
- 5:30 PM – 6:30 PM Reception with Commissioner Candidate, Focus Group
Participants and Two- and Four-year College and University
Presidents and Chancellors
La Paz 2A, Embassy Suites Hotel

THURSDAY, OCTOBER 14

- 8:40 AM Hotel shuttle service from Embassy Suites Hotel
to Pierson Auditorium, University Center, UMKC
- 9:00 AM – 10:15 AM Presidential Advisory Committee Meeting
Pierson Auditorium, University Center, UMKC
- 10:30 AM – 12:00 PM CBHE Meeting
Room 117, University Center, UMKC
- 12:00 PM – 1:00 PM Lunch provided by University of Missouri–Kansas City
Pierson Auditorium, University Center, UMKC
- 1:15 PM Resume CBHE Meeting

**COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE**

Presiding – Chairman – Henry Shannon

TIME: 9:00 – 10:15 AM
Thursday,
October 14, 2004

PLACE: Pierson Auditorium
University Center
University of Missouri-Kansas City

AGENDA

- | | <u>Tab</u> |
|--|------------|
| I. Higher Education FY 2006 Budget | A-G |
| II. Report on Institutional Planning and Review Meetings | J |
| III. Other Items | |

**COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE**

**Representatives by Statute
September 2004**

Public Four-year Colleges and Universities

Dr. Bobby Patton
President
Central Missouri State University
Administration 202
Warrensburg 64093

Dr. Henry Givens, Jr.
President
Harris-Stowe State College
3026 Laclede Avenue
St. Louis 63103

Dr. David B. Henson
President
Lincoln University
820 Chestnut
Jefferson City 65101

Dr. Julio Leon
President
Missouri Southern State University - Joplin
3950 East Newman Road
Joplin 64801

Dr. James Scanlon
President
Missouri Western State College
4525 Downs Drive
St. Joseph 64507

Dr. Dean Hubbard
President
Northwest Missouri State University
800 University Drive
Maryville 64468

Dr. Ken Dobbins (COPHE President)
President
Southeast Missouri State University
One University Plaza
Cape Girardeau 63701

Dr. John H. Keiser
President
Southwest Missouri State University
901 South National Avenue
Springfield 65802

Dr. Barbara M. Dixon
President
Truman State University
100 East Normal
Kirksville 63501

Dr. Elson Floyd
President
University of Missouri
321 University Hall
Columbia 65211

Dr. Brady Deaton
Chancellor
University of Missouri-Columbia
105 Jesse Hall
Columbia 65211

Dr. Martha Gilliland
Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. Gary Thomas
Chancellor
University of Missouri-Rolla
206 Parker Hall
Rolla 65401-0249

Dr. Thomas George
Chancellor
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis 63121

Public Two-year Colleges

Dr. Steven Gates
Crowder College
601 Laclede Avenue
Neosho 64850

Dr. Karen Herzog
President
East Central College
P.O. Box 529
Union 63084

Mr. William McKenna
President
Jefferson College
1000 Viking Drive
Hillsboro 63050-1000

Dr. Wayne Giles
Chancellor
Metropolitan Community Colleges
3200 Broadway
Kansas City 64111

Dr. Terry Barnes
President
Mineral Area College
5270 Flat River Road
Park Hills 63601

Dr. Evelyn Jorgenson
President
Moberly Area Community College
101 College Avenue
Moberly 65270

Dr. James Gardner
Interim President
North Central Missouri College
1301 Main Street
Trenton 64683

Dr. Norman Myers
President
Ozarks Technical Community College
1417 North Jefferson
Springfield 65801

Dr. John McGuire
President
St. Charles County Community College
4601 Mid Rivers Mall Drive
St. Peters 63376

Dr. Henry Shannon
Chancellor
St. Louis Community College
300 South Broadway
St. Louis 63110

Dr. Marsha Drennon
President
State Fair Community College
3201 West 16th Street
Sedalia 65301-2199

Dr. John Cooper
President
Three Rivers Community College
Three Rivers Boulevard
Poplar Bluff 63901

Public Two-year Technical College

Dr. Donald Claycomb
President
Linn State Technical College
One Technology Drive
Linn 65051

Independent Four-year Colleges and Universities

Dr. Keith Lovin
President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

Dr. Marianne Inman
President
Central Methodist College
Church Street
Fayette 65248

Dr. William L. Fox
President
Culver-Stockton College
One College Hill
Canton 63435-9989

Dr. Mark S. Wrighton
Chancellor
Washington University
One Brookings Drive
St. Louis 63130

Independent Two-year Colleges

Dr. Judy Robinson Rogers
President
Cottey College
1000 West Austin
Nevada 64772-1000

**CBHE Presidential Advisory Committee
Meeting Summary
June 10, 2004
Dr. Henry Shannon, Chair**

The CBHE Presidential Advisory Committee met at 9:05 a.m. on Thursday, June 10, 2004, in the Bess Student Center at Three Rivers Community College in Poplar Bluff, Missouri. Members (or their representatives) present were:

Bobby Patton (Central Missouri State University)
Kent Farnsworth (Crowder College)
Karen Herzog (East Central College)
Henry Givens, Jr. (Harris-Stowe State College)
Joe Simmons for David Henson (Lincoln University)
Don Doucette for Wayne Giles (Metropolitan Community Colleges)
Terry Barnes (Mineral Area College)
Julio Leon (Missouri Southern State University - Joplin)
Jeanie Crain for James Scanlon (Missouri Western State College)
Evelyn Jorgenson (Moberly Area Community College)
Walter Nolte (North Central Missouri College)
Norman Myers (Ozarks Technical Community College)
John McGuire (St. Charles Community College)
Henry Shannon (St. Louis Community College)
Fred Janzow for Ken Dobbins (Southeast Missouri State University)
John Strong for John Keiser (Southwest Missouri State University)
John Cooper (Three Rivers Community College)
Michael McManis for Barbara Dixon (Truman State University)
Lori Franz for Richard Wallace (University of Missouri - Columbia)
Gary Thomas (University of Missouri - Rolla)
Jerry Durham (University of Missouri - St. Louis)

Members absent from the meeting were:

Marianne Inman (Central Methodist College)
Helen Washburn (Cottey College)
William Fox (Culver-Stockton College)
William McKenna (Jefferson College)
Donald Claycomb (Linn State Technical College)
Keith Lovin (Maryville University of St. Louis)
Dean Hubbard (Northwest Missouri State University)
Marsha Drennon (State Fair Community College)
Martha Gilliland (University of Missouri – Kansas City)
Elson Floyd (University of Missouri System)
Mark Wrighton (Washington University)

Members of the Coordinating Board present were:

Sandra Kauffman, Chair
Lowell Kruse, Vice Chair
Dudley Grove, Secretary
Diana Bourisaw
Marie Carmichael
Robert Langdon
Kathryn Swan
Earl Wilson, Jr.
Mary Joan Wood

Also attending were:

Quentin Wilson, Commissioner of Higher Education
Scott Giles, Director, Missouri Student Loan
Donna Imhoff, Budget Analyst
Janelle Jaegers, Director, Administration
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Brenda Miner, Executive Assistant to the Commissioner
Dan Peterson, Director, Financial Assistance and Outreach
Renee Riley, Public Information Specialist
Robert Stein, Associate Commissioner, Academic Affairs
Laura Vedenhaupt, Administrative Assistant for Academic Affairs

Welcome

Dr. Henry Shannon, chancellor, St. Louis Community College, called the meeting to order.

Dr. John Cooper, president, Three Rivers Community College, introduced Representative Gayle Kingery of Poplar Bluff, 154th District.

Dr. Shannon recognized Dr. Walter Nolte, president, North Central Missouri College, who will depart July 1, 2004 for Casper, Wyoming, and Dr. Kent Farnsworth, president, Crowder College, who will join the faculty at the University of Missouri - St. Louis. Dr. Shannon thanked both presidents for their service to Missouri higher education.

Institution Performance Review and Planning Sessions

Commissioner Quentin Wilson provided background information on the meetings previously held with institutional leaders and representatives during the summer months. In the past, these meetings provided an opportunity for DHE staff and institutional representatives to discuss issues related to institutional strategic planning, review of performance measures and results, mission enhancement funding, and institutional budget proposals. As higher education emerges from a series of fiscal challenges, building a strong case for renewed and sustained investment in higher education must now begin.

In addition to improvement of the fiscal environment, Commissioner Wilson indicated that he has received feedback from various institutional leaders expressing their interest in re-establishing some form of summer meetings. He referenced the memo he recently sent to presidents and chancellors and noted that he had received positive feedback from several people.

Commissioner Wilson opened the floor for comments, suggestions, and questions related to the meetings with presidents and chancellors that are being planned for this summer. Following are comments expressed by the institutional leaders and the Coordinating Board.

- The processes used to achieve results are equal to or more important than the results achieved and should be the focus of discussions.
- The strategic plans of the colleges and universities could serve as a framework for the meetings. Based on an analysis of an institution's strategic plan in advance of the meeting, DHE and institutional staff could discuss the alignment of institutional and state goals.
- Use a data profile of only the most important elements. Previous profiles included unnecessary data, creating a burden on DHE staff; limiting the data profile will help to focus the meeting.
- A mutually agreed-upon agenda should be built by DHE staff and institution leaders to ensure discussions focus on both state and institutional priorities.
- Summer meetings should be structured to allow positive and open discussion between the institution and DHE staff.
- It would be beneficial if the meetings were held at the institutions, providing DHE staff with a better understanding of the culture and nuances of each institution. However, it was acknowledged that this would cause a heavy burden on DHE staff.
- Meeting collectively rather than individually with the community college sector does not address individual institution differences among the sector.
- The meetings should provide an opportunity for DHE and institutional staff to visit informally and share perspectives in a "safe" environment.
- The board should receive a follow-up report of the meetings at the October board meeting.

Chair Kauffman encouraged presidents and chancellors to offer their suggestions for structuring the meetings; ensuring they provide beneficial results to the institutional leaders. Their suggestions follow:

- Individual meetings with each institution are preferred because of their differences of goals, objectives, commitments, etc.

- Institutions, accredited by the North Central Association, that complete a self-study should have the option of discussing issues identified in the study as those issues relate to individual institutional missions.
- Communication on where institutions fit into the state's plans for higher education is valuable from institutions' perspective.
- Quantitative data should be focused on goals and priorities with visits to the campuses to obtain qualitative data.
- Discussions on practical issues between the Missouri Community College Association (MCCA) and the Council on Public Higher Education (COPHE) are most useful to the institutions.

Chair Kauffman noted that two types of meetings are emerging from the suggestions offered by presidents and chancellors: 1) institutions meeting with staff and 2) sector meetings. Support for in-depth discussions of particular issues included the following:

- Institutionally-based, smaller meetings would provide staff a better understanding of issues related to individual institutions.
- Format of the meetings should be more inclusive and positive.
- The institution and staff develop the agenda together.
- The self-study is a starting point, but it could provide valuable benefits to the state of Missouri if coordinated by the CBHE.
- Data are only meaningful for campuses in what they actually represent.
- An exchange of information is more valuable than merely setting target dates of projects.
- Discussion should include viability and relevance to future orientations.
- Institutions should report strategic plans, accomplishments, and challenges to show the unique importance of their missions.
- Institutions' strategic plans should be collated, locating gaps within sectors as well as statewide, to examine what is collectively being accomplished.
- Sector discussions are vital in performing work collectively.
- Presentations on priority issues related to the present and future with group dialogue serve to build relationships and value.
- Strive to find synthesis and consensus at Presidential Advisory Committee meetings.
- Advocacy is needed for different public policy.
- A united, statewide higher education system on an important issue, supported by the CBHE and staff, would be a very powerful advocate for higher education once the issue is determined.

Next Steps

Commissioner Wilson expressed his appreciation for the candid comments expressed during the meeting. Next steps will include circulating a summary of the feedback, as well as developing a structure for the meetings based on today's discussion.

Other Items

Commissioner Wilson introduced Kerry Crist, Educational Advisor to the Governor.

Dr. Norman Meyers, president, Ozarks Technical Community College, announced that Dr. Shannon, chancellor, St. Louis Community College, will assume the position of president-elect of the National Board of Directors of the American Association of Community Colleges effective July 1, 2004.

Chair Kauffman introduced Mr. Earl Wilson, Jr., who recently became the newest member of the CBHE.

The meeting adjourned at 10:12 a.m.

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 10:30 AM
Thursday,
October 14, 2004

PLACE: Pierson Auditorium
University Center
University of Missouri-Kansas City

AGENDA

	<u>Tab</u>	<u>Action Item</u>	<u>Discussion Item</u>
I. Minutes of the June 10, 2004 CBHE Meeting		*	
II. Report of the Commissioner			
III. Report of the CBHE Presidential Advisory Committee			
IV. Update on Commissioner Search Process			
V. Research Alliance of Missouri (RAM) Presentation			*
VI. Higher Education FY 2006 Budget			
Recommendations for Adjustments to Public Institutions' Operating Appropriations and Need-based Financial Aid	A	*	
Recommendations for Public Four-year Institution Operating Appropriations	B	*	
Recommendations for Linn State Technical College Operating Appropriations	C	*	
Recommendations for Public Community College Operating Appropriations	D	*	
Recommendations for DHE Operating Appropriations	E	*	
Recommendations for State Student Financial Assistance Programs	F	*	
Recommendations for Public Four-year Institutions' and Linn State Technical College's Capital Improvements	G	*	
VII. Strategic Planning Issues			
Measuring Value-Added Student Learning Status and Next Steps	H		*
Update on Missouri's Pre K-16 Activities and Efforts	I		*

	<u>Tab</u>	<u>Action Item</u>	<u>Discussion Item</u>
VIII. Report on Institutional Planning and Review Meetings	J		*
IX. Change in Admissions Selectivity for Harris-Stowe State College	K	*	
X. Institutional Eligibility to Participate in the Missouri Student Financial Assistance Programs-Lebanon Technology and Career Center	L	*	
XI. 2004 Governor's Conference on Higher Education	M	*	
XII. Other Items			
XIII. Information Items			
Distribution of Community College Funds	1		
Missouri Student Loan Program Update	2		
Academic Program Actions	3		
Improving Teacher Quality Grants	4		
Revised Approach to the Review of Existing Academic Programs	5		
Proprietary School Certification Actions and Reviews	6		
Update on the Committee on Transfer and Articulation	7		
Update on MDHE Performance Improvement Projects	8		

Executive Session

RSMo 610.021(1) relating to "legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys."

RSMo 610.021(3) relating to "hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded."

RSMo 610.021 (11) relating to "specifications for competitive bidding."

Other matters that may be discussed in closed meetings, as set forth in RSMo 610.021.

COORDINATING BOARD FOR HIGHER EDUCATION
Minutes of Meeting
June 10, 2004

The Coordinating Board for Higher Education met at 10:30 a.m. on Thursday, June 10, 2004 in the Tinnin Fine Arts Center Auditorium at Three Rivers Community College in Poplar Bluff, Missouri. Members present were:

Sandra Kauffman, Chair
Lowell Kruse, Vice Chair
Dudley Grove, Secretary
Diana Bourisaw
Marie Carmichael
Robert Langdon
Kathryn Swan
Earl Wilson, Jr.
Mary Joan Wood

Others attending the meeting included:

Quentin Wilson, Commissioner of Higher Education
Scott Giles, Director, Missouri Student Loan Group
Donna Imhoff, Budget Analyst
Janelle Jaegers, Director, Administration
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Brenda Miner, Executive Assistant to the Commissioner
Dan Peterson, Director, Financial Assistance and Outreach
Renee Riley, Public Information Specialist
Robert Stein, Associate Commissioner, Academic Affairs
Laura Vedenhaupt, Administrative Assistant for Academic Affairs

Chair Kauffman called the meeting to order. A list of guests attending the meeting is included as Attachment A.

Mr. Kruse moved **that the minutes of the April 8, 2004 meeting be approved as printed.** Mr. Wilson seconded the motion, and it passed unanimously.

Chair Kauffman introduced Dr. John Cooper, president, Three Rivers Community College. Dr. Cooper welcomed everyone to the Three Rivers Community College campus and provided a brief history and background information of the college.

Chair Kauffman thanked President Cooper, Judith Scott, Susan Carver, and the Three Rivers Community College staff for their hospitality. Mr. Earl Wilson, Jr., the newest member appointed by the governor to the Coordinating Board for Higher Education, was introduced by Chair Kauffman. Mr. Wilson introduced Kerry Crist, Education Advisor to the Governor.

Chair Kauffman congratulated Dr. Henry Shannon, chancellor, St. Louis Community College, on his appointment to president-elect of the National Board of Directors of the American Association of Community Colleges (AACCC), effective July 1, 2004.

Chair Kauffman expressed appreciation to presidents, Dr. Kent Farnsworth, Crowder College, and Dr. Walter Nolte, North Central Missouri College, for their leadership in the community college sectors and wished them well in their careers.

Report of the Commissioner

Commissioner Wilson thanked the Three Rivers Community College staff for hosting the Presidential Advisory Committee and CBHE meeting.

As the CBHE shifts from an emphasis on compliance and enforcement to one of performance, better results will be derived from agreed-upon priorities and their implementation. Partnering with institutions and other agencies is a major component in this implementation process to help ensure the achievement of priorities and the success of a higher education system for the students and families of this state.

Commissioner Wilson provided an update on the status of the implemented issues as follows:

- Performance measures are being developed by each unit in the department that will be presented to the Commissioner on July 1, 2004 and to the CBHE at their retreat August 18-19, 2004.
- The ASA conversion has created a new, more economical servicing system with increased website access for student loans, increasing the department's volume of student loan guarantees. Scott Giles and his staff are to be commended for this achievement.
- The department's re-designed, rapid, and customer-friendly website will be hosted by MOREnet.
- The grants and scholarships award process will integrate their five programs into one system, with a broader distribution range and, hopefully, the ability to compensate for the need of nearly \$50 million in additional state need-based financial aid.
- Financial literacy must be a part of each student's planning for college, thereby resulting in increased participation in higher education. The department is consulting with financial aid staff at the institutions, holding community college focus groups, and collaborating with DESE to initiate a plan of action.
- Means to measure institutional performance and value-added learning are being developed by institutional leaders and the department's academic affairs staff. Missouri is the national leader in developing and implementing this model initiative.

- The promotion and adoption of institutional quality principles requires involvement from all institutions.
- Equity funding with reallocation by the community colleges has progressed to workable solutions based on funding approved for next fiscal year, which still requires some discussion and action.
- Institutional performance review and planning meetings are being organized and are scheduled to be held this summer.

The Coordinating Board expressed their concerns as follows:

- More resources are necessary, enabling the CBHE and DHE to provide a leadership role.
- What are the unique indicators to measure mission and population?
- Why is the number of college-bound students so low? Is it due to motivation factors, financial barriers, or is there a relationship to the core curriculum? Are the reports locating the problems?
- Expectations of parents and teachers are lower than those of students.
- Many students cannot afford higher education.
- What could implementation of collaborative efforts between DHE and DESE potentially yield?
- Projects remain in the talking stage.
- The board would like to look at the reports from the Commission on the Future of Higher Education (COFHE), the Business Education Round Table (BERT), and the Missouri Training and Employment Council (MTEC) to select the most pressing recommendations and to develop a plan for implementation in the following year.
- Develop an implementation plan within the next 12 months.
- A matrix with overlapping recommendations would be helpful in identifying ways to increase teacher quality and quantity, and improving loan forgiveness.
- The key to success with the institution performance reviews and planning sessions is that institutions must talk to each other, not around each other, and work as a collective whole rather than as separate sectors.
- Leadership and governance discussions are well intended, but send mixed messages. Leaders need to ensure they remain “Level 5 Leaders”. (Note: Level 5 Leaders is referred to in Jim Collins book “Good to Great”. Level 5 Leaders are those described as

“building enduring greatness through a paradoxical blend, through personal humility, and professional will.”)

- With there being power in numbers, higher education’s vision needs to be articulated as one sector.
- The K-20 approach should be used to include the K-12 superintendents.

The Commissioner’s Report, Fourth Quarter, FY 2004, is included in the minutes as Attachment B.

Report of the Presidential Advisory Committee

Dr. Henry Shannon, chancellor, St. Louis Community College, summarized the presidents’ and chancellors’ discussions at their June 10, 2004 meeting in the Bess Student Center. Commissioner Wilson initiated a productive discussion relative to the institutional performance review and planning sessions that will be held this summer. Similar qualitative discussions are necessary to develop Missouri into a great state for higher education. It is time to formulate the next steps, focusing on the issues that are important for this state. Common goals are shared by all presidents and chancellors in serving their respective communities, but those goals implemented as a collective effort would produce exceptional results. The challenge is to move forward united – the key for higher education’s success in Missouri.

Commissioner Wilson noted that a preliminary agenda of the institutional performance review and planning sessions will be developed from today’s discussion, and reviewed by the CBHE and institutional leaders for presentation at the July, August, and September sessions.

Status of Implementation of the American Student Assistance (ASA)

Mr. Scott Giles reported that the first-round improvement project for the ASA customer team was chartered in December 2002 and produced ten recommendations, of which seven have been implemented. Two recommendations are ongoing and involve the user friendliness of the system and providing additional technical support. School financial aid directors and other entities preferred that the financial aid office serve as the primary source of financial aid information for students. To effectively communicate the conversion efforts to communities, a website was developed, letters were mailed, distribution lists were sent electronically to each constituency involved, and on-site visits and training were conducted on individual and group levels.

Since the conversion on April 12, 2004, the department has guaranteed an additional \$100 million in loans.

Mr. Giles commended the efforts of the Missouri Student Loan Group, the Information Technology Group, the Communications and Customer Assistance Group, and the Contracts and Compliance Group in ensuring a successful conversion to ASA. Chair Kauffman congratulated Mr. Giles and his staff for their good planning toward a smooth transition and a successful project.

Institution Performance Reviews and Planning Sessions

Commissioner Wilson noted that feedback from the discussions at the Presidential Advisory Committee meeting today and from responses to the letter of May 28, 2004 from the commissioner to the presidents and chancellors of two- and four-year public higher education institutions (located behind Tab B of the board book) reflect unanimously that the key issue focuses on the function of the Coordinating Board and the department. Commissioner Wilson extended appreciation to those institutions whose contributions have guided the planning of these sessions.

Measuring Value-Added Student Learning Project Update

Dr. Robert Stein reported that Missouri is approaching the issue of measuring learning differently than other states that allow accountability to drive their agenda. Since August 2003, the department has tried to promote better understanding of this project, increase ownership by institutions, and obtain their support in designing a Missouri approach to measure value-added student learning. Conversations have been ongoing with RAND and its Council for Aid to Education (CAE), which has a national initiative using a particular instrument, the Collegiate Learning Assessment (CLA). A consortium of approximately 30 Missouri institutions have indicated their interest in becoming part of this national initiative to learn from their experience of their engagement in a pilot project with RAND.

This pilot project will provide an excellent opportunity for networking involving assessment of student learning and will help shape future assessment agendas at the institution and state levels. Information will be gained about the utilization of national data for benchmarking, related to assessment of general education skills and will foster enriched conversations about assessment and public policy at multiple levels throughout the academy.

Normally RAND charges individual institutions \$7,500 each. However, RAND will contribute \$50,000 toward Missouri's forming a pilot project, and a negotiating team from consortium institutions has established that a minimum contribution of \$50,000 from Missouri will allow this state to join as a majority share holder with RAND. These funds will launch the project. RAND/CAE and the Missouri consortium have agreed to raise additional funds from foundations to subsidize the pilot project. DHE, working with the institutions, will develop an agenda for accumulating the funds and a concept paper will be written to use in approaching funding agencies. RAND/CAE has indicated its belief that funding will be granted, and has suggested it may include multiple years of funding rather than a single year.

Letters have been sent to all consortium members and other institutions that have not yet joined stating that \$2,000 will be the cost for each institution to participate. Eight institutions have responded favorably, including 19 which gave verbal approval. Institutions are also given the right to petition the consortium for a reduced rate of no less than \$1,500. One institution has indicated it will join the consortium but intends to do a separate pilot with a different instrument. The institution intends to share its experience with other consortium members.

Dr. Bourisaw commended the institutions for participating in this partnership and encouraged

other institutions to join saying that the participation cost of \$2,000 is extremely nominal in terms of the return on investment.

Dr. Stein noted that the pilot project will begin this fall with testing those students who are entering freshmen, and testing in the spring of those students who are near graduation. Using a matrix sampling, Rand will study the preparation level of the student at point of entry and will make predictions on their scores at point of exit.

Dr. Stein reported that since *Measuring Up 2000* and *Measuring Up 2002* issued all states an “incomplete” in the category of learning, a national project has evolved, spearheaded by Dr. Peg Miller, Dr. Peter Ewell, and Dr. Pat Callan, to devise a model for measuring value-added student learning. A five-state study they conducted this past year used the CLA instrument. During their study, they discovered challenges related to student motivation in taking the test seriously. Missouri’s commitment to a pilot project will create a rich database available to understand what affects student motivation. It is important to ensure consistency in the language RAND/CAE uses and the language that the consortium will use explaining the purposes of the testing to students. It will also be important that data used in the RAND/CAE pilot project are used for research purposes only.

Letters from institutions indicated different reasons for joining the pilot project. Missouri is approaching the project in a different way than other states - systematically, raising questions, and going beyond the initial approach of RAND/CAE. Missouri is interested in ensuring that assessment will serve to improve teaching and learning and demonstrate value.

Commissioner Wilson commended Dr. Stein, his staff, and others in the department who have worked on this project, especially Dr. Stein who has collaboratively met the needs of the people and the institutions in constructing this project. Dr. Stein acknowledged Ms. Laura Vedenhaupt for her support of this project as well as others in Academic Affairs.

FY 2005 Budget Update

Mr. Joe Martin announced that he does not expect any vetoes to the FY 2005 budget, nor any withholdings for the department’s budget or the institutions’ budgets. Though the last three years have reduced the department’s budget, staffing, and administrative budgets by 57 percent, staff administers the department with accountability, internal controls, and increased quality. Some of the accomplishments include reduction of cellular phone costs by 51 percent, reduction of postage by over 51 percent, increased purchases from Women Business Enterprises by 65 percent, and increased purchases from Minority Business Enterprises by 151 percent in the first three-quarters of this fiscal year.

The department received the Torch of Excellence Agency Employment Award from the governor for having the highest percentage of minority work force in state government. Purchasing policies have been revised to comply with the Division of Purchasing and Materials Management and with the state auditor’s requirements and findings. Policies and procedures have been implemented where none previously existed. With the help of Mr. Scott Giles and Mr. Jim Matchefts, a state auditor’s finding was recently appealed to the U.S. Department of

Education. The state auditor's findings were overturned, which will have a huge impact on the agency as it relates to the use of operating funds generated by DHE's loan guarantee agency.

The first salary increase for state employees in three years, approved by the governor, will be implemented July 1, 2004.

Mr. Martin briefly reviewed the budget spreadsheets located behind Tab D of the board book.

Dr. Bourisaw moved **that the Coordinating Board for Higher Education support the community college reallocation formula as proposed by the community college sector. The Coordinating Board for Higher Education will seek the concurrence of the legislative leadership and the Office of Administration, Division of Budget and Planning, the House Budget Chair, and the Senate Appropriations Chair with regard to this formula.** Mrs. Grove seconded the motion, and it passed unanimously.

Dr. Bourisaw moved **concurrence of the budget as amended.** Mrs. Grove seconded the motion, and it passed unanimously.

Commissioner Wilson noted that this was a good start and that it was important for the higher education community to be involved in the process when funds are allocated within sectors of higher education. Mr. Kruse commended the community college leadership for their impressive work.

Final Summary of Legislation Second Regular Session, 92nd General Assembly

Mr. Martin reported that staff attended over 63 hours of budget-related hearings. Staff prepared and responded to 218 fiscal notes and tracked 87 pieces of legislation, which were compiled in 34 weekly legislative and budget updates. After direction from the board for staff to be proactive in legislative issues impacting higher education, staff became involved in legislation regarding the Northwest merger with the University of Missouri, the Missouri Western name change, the Southwest Missouri State name change, the delivery of associate degrees at Missouri Western, addition of new programs at Southwest Missouri State and Missouri Western, the JOBS NOW Program, the bonding proposal for community colleges, the War on Terror Survivor Scholarship Program, and the Higher Education Funding proposal. Mr. Martin noted that staffs' involvement added more credence to legislators' opinions of the CBHE.

State Student Financial Assistance Programs, FY 2004

Mr. Dan Peterson reported that the A+ Program funding is not included in the payment table (located behind TAB F of the board book), because A+ is administered by the Department of Elementary and Secondary Education (DESE) which provides about \$12.5 million annually to eligible students attending community colleges and vocational-technical schools. In the spring of 2004, there was a shortfall in the College Guarantee and Gallagher Programs due to timing issues and revenue projections with the transmission of anticipated, additional \$500,000 in gaming commission funds. The College Guarantee shortfall resulted in a 10 percent reduction to each student's spring 2004 award. The Gallagher Program shortfall affected two schools, Columbia College and Lindenwood University. The Gallagher shortfall will be covered by

additional federal funds that are allocated by the U.S. Department of Education for the Gallagher Program and, upon MOHELA's approval, a small amount of the \$5 million that was originally committed by MOHELA for the GEAR UP scholarship match will be redirected to cover the Gallagher shortfall.

In conjunction with the second round improvement projects, the State Aid Improvement Project Team met on May 27, 2004 and will meet again on June 18, 2004. This team will be developing recommendations related to the administration of the state aid programs. Staff resources continue to be devoted to the integration of the individual databases for the state aid programs, which will result in a new web-based, comprehensive system for high schools, colleges, and students. Internal system testing will occur in early July 2004, with internal business testing conducted from August through November. Customer acceptance testing with selected institutions will take place in November and December. Statewide training will occur at seven different sites in January in preparation for full production and release in January 2005 for the 2005-2006 school year.

2004 Governor's Conference on Higher Education

Commissioner Wilson expressed appreciation to Dr. Jim Kellerman of the Missouri Community Colleges Association and Dr. Thomas George, chancellor, University of Missouri-St. Louis, for their participation in the discussions related to revision and improvement of the Governors Conference and the Department's relationship with all institutions. Presidents, chancellors, and staff in attendance recommended having a hybrid Governor's Conference, with an award ceremony and an education summit that would include the trustees.

Without enough staff to organize and prepare for the conference, DHE is working with the Missouri Training Institute at the University of Missouri-Columbia to become the fiscal agent and provide much of the activity support. It should be a premiere event to bring people together and quite possibly patterned after the Workforce Development Conferences. Commissioner Wilson asked presidents and chancellors for their reactions to the tentative agenda (located behind Tab G of the board book), the conference location of Jefferson City versus the Lake of the Ozarks, and issues pertaining to the awards luncheon itself, such as teaching related to accomplishment of goals by groups, teams, or institutions.

The following suggestions were made in relation to the structure of the awards luncheon:

- Recognize young people or college students, who have made exceptional achievements in education, to serve as a motivational gesture.
- Presentation of awards to the faculty is an important, motivational factor that rewards quality teaching and should be retained, but time should be allowed for the inclusion of additional activities.
- Provide a reason for faculty to attend and participate actively in the conference to better engage and utilize their expertise at the conference.

- With help from the Missouri Training Institute, support the conference with private donations by seeking sponsors for the activities, perhaps beginning with the vendors who work with the institutions.
- The board concurred that Jefferson City or Columbia afforded a better location, particularly during the winter months.

Election of CBHE Officers

The Nominating Committee included Mrs. Marie Carmichael, chair, Mrs. Kathryn Swan, member, and Mr. Robert Langdon, member. Chair Carmichael presented the following slate of officers and moved for its adoption, which was unanimously elected by the Coordinating Board:

Mrs. Sandra Kauffman, Chair
Mr. Lowell Kruse, Vice Chair
Mrs. Dudley Grove, Secretary

Chair Kauffman expressed her appreciation to the board for their support during the past two years.

Other Items – Report of the Succession Planning Committee

Mr. Kruse, chair, CBHE Succession Planning Committee, summarized the work of the committee and the board to date. The commissioner's profile will be distributed in the coming weeks. The board is actively seeking nominations for potential commissioner candidates, and will follow up with a memo, including the commissioner's profile, to presidents, chancellors, and others seeking nominations. The board encourages nominations and resumes to be submitted by August 16. Mr. Kruse, on behalf of the board, expressed appreciation to Commissioner Wilson for his leadership.

Mr. Kruse presented the Report of the Succession Planning Committee, describing the work of the committee and the direction in which it is headed. The committee was comprised of Mrs. Swan, Mrs. Carmichael, Chair Kauffman, and Mr. Kruse, with staff support from Debra Cheshier and Brenda Miner. Ms. Martha Davis of the Davis Consulting Group also contributed her time to the committee. The succession planning and search were divided into two key phases:

- The first phase involved the accumulation of suggestions regarding the qualifications of the applicants from those entities who work with the CBHE. Eight focus groups, comprised of 74 people, of the 220 who were invited, were conducted statewide. They included representatives of higher education, business leaders, K-12 superintendents, legislators, employees of the department, other state department directors, and Coordinating Board members. Mr. Kruse commended Mrs. Swan and Ms. Davis for their outstanding work in conducting the first phase. Input from the focus groups resulted in the development of a profile for the Commissioner of Higher Education. The profile is included in the minutes as Attachment C.

- The second phase will involve the actual sourcing of candidates, evaluating those candidates, and ultimately selecting the next commissioner. Mrs. Carmichael will assist Ms. Davis in this phase of the project, which will begin August 16. The board will conduct a work session on August 18 and 19, at which time they will review the candidates. Mrs. Carmichael and Ms. Davis will coordinate and design the interview process to begin shortly following the board retreat.

It is the intention of the Coordinating Board to refrain from employing a search firm. The Davis Group and the Succession Planning Committee will complete the search, but will require help from presidents and chancellors and others who have insight into possible candidates. As part of the process, information will be distributed throughout the state and the country regarding Missouri's search for a Commissioner of Higher Education. It is anticipated that a selection will be made by the October board meeting.

Some unresolved issues are:

- The board would like to amend CBHE's bylaws regarding the search committee to be more inclusive of the board's constituency groups;
- The commissioner's salary of \$125,000, with an additional benefits package, may require more funding than this budgeted amount in order to attract the person outlined in the position description;
- Develop a contingency plan should the call for nominations and resumes not yield an adequate pool of candidates; and
- Develop a plan for interim leadership at the department should a candidate not be hired by October.

Mr. Kruse moved **that the Succession Planning Committee Report, including the Commissioner of Higher Education Profile, be adopted.** Mrs. Wood seconded the motion, and it passed unanimously.

Information Items

Certified Election Results from Proposed Junior College District of Lake of the Ozarks

Dr. Jim Matchefts reported that Secretary Grove has certified the results of the election held on April 4, 2004, at the Lake of the Ozarks to establish a new community college. Voters in the Camdenton R-III and Lake of the Osage R-II school districts voted down the proposal. The Coordinating Board expressed regrets at the election results, noting it was a loss for the community. They extended best wishes to the Steering Committee who worked diligently to establish a community college at the Lake of the Ozarks.

Academic Program Actions

Dr. Robert Stein noted that the Three Rivers Community College AAS, Diversified Technology program was approved at multiple sites. The approval for the Cape Girardeau site was conditional based on the recommendation of the Southeast Consortium. It was agreed that Three Rivers Community College, Mineral Area Community College, and Southeast Missouri State University would collaboratively discuss elimination of unnecessary duplication and design a collaborative approach for delivery of this degree.

Campus-based Academic Program Review Update

Dr. Stein reported that this agenda item is about quality principles, moving away from a regulatory system, re-questioning the process in reviewing existing programs, and ensuring that the accomplishments and products of these programs retain value. The roles for the state and for institutions need to be defined in addition to a focus on results. Processes must be in place supporting continuous quality improvement for teaching and learning.

The University of Missouri is becoming a national leader by working with William Massey, president, Jackson Hole Higher Education Group, who is promoting a revolution in regard to academic program review. DHE is joining with the University of Missouri to learn more about emphasizing educational quality processes that are continuous and workable for professional educators. By working with institutional representatives, recommendations will be developed for the two-year sector and the four-year sector, which will be shared with chief academic officers. The recommendations will be presented to the Council on Public Higher Education (COPHE) and the Missouri Community College Association (MCCA) prior to sending them to the Presidential Advisory Committee for review and the CBHE for review and action.

Proprietary School Certification Actions and Reviews

Dr. Stein noted that re-certifications are being processed on target and will be completed on schedule. John Thomas College of Naturopathic Medicine is aware that its decision about its application will be finalized in August 2004.

The International University is in the process of being reviewed for certification, having the option of being certified, becoming exempt, or ceasing to exist.

Distribution of Community College Funds

Mr. Martin reported that state aid distributions for May through June 2004, totaling \$20,349,144.00, were distributed to the community colleges, with an additional payment of \$157,315 for capital appropriations distributed to St. Louis Community College. Mr. Martin acknowledged Donna Imhoff, Patti Knaebel, and Janelle Jaegers for their assistance in this process.

Update on Recent Audits

Mr. Martin noted that the Missouri State Auditor's Office (SAO) would soon issue their report of federal funds for the year ending June 30, 2003. DHE staff were notified during their exit interview in December 2003, that there would no audit findings for the DHE in this audit.

Audits related to the use of procurement cards/credit cards, including purchases made, and the internal controls over their use for official purchases, have begun on State Fair Community College, the University of Missouri System, and other selected institutions.

Mrs. Carmichael moved **that the CBHE proceed into Executive Session according to Missouri Statute RSMo 610.021(3)**. The motion passed unanimously with a roll call vote.

Marie Carmichael – aye
Dudley Grove – aye
Sandra Kauffman – aye
Lowell Kruse – aye
Kathryn Swan – aye
Earl Wilson – aye
Mary Joan Wood – aye

There being no further business to come before the board, a motion was moved to adjourn the meeting. The motion was seconded and it passed unanimously.

The meeting adjourned at 2:15 p.m.

Roster of Guests
Coordinating Board for Higher Education
June 10, 2004

Name	Affiliation
Ann Brand	St. Louis Community College
Terry Barnes	Mineral Area College
Constance Bowman	Harris-Stowe State College
Carla Chance	St. Louis Community College
John Cooper	Three Rivers Community College
Jeanie Crain	Missouri Western State College
Kerry Crist	The Governor's Office
Don Doucette	Metropolitan Community Colleges
Jerry Durham	University of Missouri – St. Louis
Karen Herzog	East Central College
Kent Farnsworth	Crowder College
Lori Franz	University of Missouri – Columbia
Henry Givens, Jr.	Harris-Stowe State College
Charles Gooden	Harris-Stowe State College
Fred Janzow	Southeast Missouri State University
Evelyn Jorgenson	Moberly Area Community College
Larry Kimbrow	Three Rivers Community College
Stephen Lehmkuhle	University of Missouri System
Julio Leon	Missouri Southern State University – Joplin
Gretchen Lockett	Harris-Stowe State College
John McGuire	St. Charles Community College
Michael McManis	Truman State University
Norman Myers	Ozarks technical Community College
Walter Nolte	North Central Missouri College
Marty Oetting	University of Missouri System
Ann Parker	Linn State Technical College
Bobby Patton	Central Missouri State University
Ann Pearce	Central Missouri State University
Marcia Pfeiffer	St. Louis Community College – Flo Valley
Henry Shannon	St. Louis Community College
Joe Simmons	Lincoln University
John Strong	Southwest Missouri State University

ATTACHMENT A

Gary Thomas
Roche lle Tilghman
Art Wallhausen

University of Missouri - Rolla
Harris-Stowe State College
Southeast Missouri State University

Coordinating Board for Higher Education June 10, 2004

Commissioner's 4th Quarter Report

Acknowledgement of Three Rivers Community College

To begin with, I would like to thank Three Rivers Community College for hosting the board meeting.

Theme of Implementation

- The department is shifting its focus from compliance to performance improvement, as is evident by the projects that we are undertaking.
- The theme at the department for the last few months has been that of implementation. We took our time planning and identifying the most important issues that you (board members) and our customers said were important. Now we are following through to deliver those priorities.
- We couldn't move forward, however, without our partners, particularly the Departments of Elementary and Secondary Education and Economic Development, including Workforce Development, and MOHELA. And, most importantly, the partnerships that we are building with the institutions.

Strategic Plan Update

Several of our projects are moving along, or are nearing completion.

Performance Measures

- We have been working at the department to develop performance measures for each of our groups. We are on target to roll these out beginning with the new fiscal year in July.

Conversion to ASA

- One of the first teams that we chartered was the ASA system customer team. The conversion to the new guarantor servicing system took place on Monday, April 12. MDHE staff worked very hard to make this conversion a success. As with any conversion of this magnitude, there were issues, but staff worked very hard to address those issues as quickly as possible to ensure minimal disruption or inconvenience to our customers.
- We are very excited about our new system and our relationship with ASA. It will allow us to offer real-time guarantees for schools. Previously schools had to wait overnight to receive a loan guarantee.
- Scott Giles, Director of the Missouri Student Loan Group, will give you a more detailed update later in the board meeting.

Web Site Redesign Team

- The web site redesign team presented their recommendations last September to Senior Staff. The Communications and Customer Assistance Group are turning those recommendations into reality.
- The new web site will be broken into various customer portals, which will make finding information easier.
- The staff is targeting late summer to roll-out the web site.
- It's also important to note that MOREnet will be hosting the web site. This decision was made because MOREnet provides 24-hour monitoring of its servers, a service that we do not have the capability to do in-house.

State Program Award Delivery Process Team

- One of the projects that the department is focusing on this year is improving the grants and scholarships award process.
- The project was chartered in February and the team began its work in late May.

Financial Literacy Team

- The financial literacy team was chartered in January and began its work in May.
- There is definitely a need for a project such as this, as is evident by all of the articles that we are seeing in newspapers lately about students being uninformed about financial aid and their financial options to pursue higher education.
- Team members who are working on this very important project include MDHE staff, financial aid staff from Lincoln University, and a representative from the Department of Elementary and Secondary Education.

Promoting Institutional Adoption of Quality Principles

Measuring Value-Added Learning

- To date, 30 independent and public two- and four-year institutions have signed on to participate in the Missouri Consortium on Measuring Value-Added Student Learning. Their goal is to establish baseline data on the educational capital that each institution has added to the educational achievement of its students. We are partnering with the RAND Corporation in this effort. More information about the progress of this project will be addressed later in the board meeting.

Institution Performance Reviews and Planning Sessions

- This effort is the key to pulling together our strategic initiatives with those of the institutions. And, it is at the request of an institution that we do these reviews. In the next few weeks, we will be scheduling performance reviews with each of the public institutions.

Position Title:

Commissioner of Higher Education, State of Missouri

Principal Accountability:

The Commissioner is responsible for contributing to, coordinating and leading initiatives to accomplish the Vision and Mission of the Missouri Department of Higher Education. This includes a strong advocacy role for higher education, with the context of balancing the needs and priorities of a variety of constituents, including:

- Academic institutions
- The Missouri Legislature, the Governor's office, the Department of Elementary and Secondary Education, the Department of Economic Development and other governmental bodies
- Communities, chambers of commerce and business entities throughout the state
- Students, parents and other concerned parties
- DHE leadership and staff

The Commissioner works to assure needs are met according to cost, time and quality objectives.

Scope of Role:

The Commissioner reports to the Chair of the Board, Coordinating Board for Higher Education

Directly reporting to the Commissioner are:

- Director, Educational Policy, Planning and Improvement Center
- Director, Communications and Customer Assistance
- Director, Information Technology
- Deputy Commissioner, Fiscal, Legislative and Administration Group
- Associate Commissioner, Academic Affairs
- Director, Missouri Student Loan Group
- Assistant Commissioner and General Counsel, Contracts and Compliance
- Director, Financial Assistance and Outreach Group

Total staff encompasses 70 FTE and budgetary oversight for \$700 million in loan guarantees, \$45 million in financial aid programs, and a department operating budget of over \$1 million.

As part of the quality initiative, each group reporting to the Commissioner has developed its mission statement, a scope of primary products and services, measures of success, and has structured the group so that individuals clearly understand their role and how those roles align with the group and DHE strategies.

Responsibilities:

1. *Strategic plan* – The Commissioner is responsible for working with the Coordinating Board and internal staff to develop the strategic plan, and to assure alignment with the principal goals and initiatives of the Plan. The Commissioner assures that progress on the goals is monitored; that barriers or problems are identified and resolved; and that the goals are achieved on time and within budget.
2. *Constituency Relationships* – A critical element of the Commissioner’s role is constituency relationships. The Commissioner is effectively a *bridge builder* among constituents with potentially competing needs and priorities. The Commissioner must proactively develop positive, effective, credible relationships with academic institution leadership, the business community, legislators, the Governor’s office, community leaders, other state departments such as DESE and DED, the Governor, the media, and a host of other interested parties in higher education.
3. *Program Development* – The Commissioner is ultimately responsible for assuring financial aid and other higher education programs are developed and administered according to stated policies and parameters, including associated reporting and performance guidelines.
4. *Policy Development* – The Commissioner directs and influences development of policy around areas such as Board priorities, including the measurement of value-added learning, teacher quality, and enhanced core curriculum; increased participation and success in postsecondary education; and performance excellence to assure policies align with legislative and department goals.
5. *Budget Coordination and Advocacy* – The Commissioner works with academic institutions regarding their annual operational and capital budget submittals to review and negotiate the scope of individual institutional budgets against the overall budget to assure that goals and budgets are aligned with state-defined and board policies. The Commissioner serves as an advocate on behalf of these academic institutions to assure needs are considered by the legislature.
6. *Financial/Information Technology Oversight* – The Commissioner oversees development of financial and information technology systems to assure proper reporting, prudent and accountable fiscal management, and optimized decision-making tools.
7. *Quality Implementation* – The Commissioner assures that the Board and DHE staff are educated about quality processes and structure; that each group or division has defined and aligned their function and purpose with the quality plan; and that performance improvement initiatives are prioritized and carried out according to plan goals.
8. *Selection, development, performance management and retention of people* – The Commissioner must attract, develop and retain employees who are quality-minded, achievement-oriented, and committed to achieving the mission and values of the organization. The Commissioner works with direct report leadership to devise performance management processes to assure expectations are clearly communicated and measured—assuring alignment of individual efforts with their group and broad organizational goals.

The Ideal Candidate will possess the following education, experience and interpersonal traits:

- Master’s degree required, with doctorate highly desirable
- Strong ability to gain high, credible visibility throughout the state around a variety of higher education issues. Seen as a first point of contact around higher education needs and goals
- Is visionary regarding the educational and learning needs of the state constituency, including pre-kindergarten learning needs, elementary and secondary education, higher education and life-long adult learning and workforce development
- Proven record of developing and implementing strategic plans—able to translate plans into actions that achieve the goals of the organization
- Ability to work effectively and collaboratively with diverse constituents. Manages associated conflict and competing priorities in a diplomatic, non-defensive manner
- Broad-based experience in all aspects of managing an organization, including finance; information systems; program, service or business development; communications and media relations; and customer relations
- Has a successful record of working with legislative and governmental processes. Communicates in a highly effective manner with legislative and other elected officials
- Has been part of an organization that implemented an organizational transformation. Has a passion and focus on process improvement strategies. Effectively holds the operation accountable for achieving targeted outcomes and constituent satisfaction
- Strong record of selection, development, performance management and retention of effective, self-motivated staff

Interpersonal Attributes:

- Open and flexible
- A catalyst for change
- Curious—does not merely accept the status quo. Resourceful and creative
- People and relationship oriented
- Highly effective listener and communicator
- Influential and politically savvy
- Operates with strong integrity and ethics. Instills trust and honesty
- A great “salesperson” for higher education
- Knows how to instill accountability and commitment in others
- An energizer, mobilizer, and motivator. Unafraid to take appropriate risks
- Is innovative and forward-looking
- Is implementation-focused
- Manages conflict without becoming defensive or angry
- Self-reflective—knows strengths and weaknesses and self-manages effectively
- Maintains a sense of humor and optimism under pressure

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendation for Adjustments to Public Institutions Operating Appropriations and Need-based Financial Aid

Coordinating Board for Higher Education

October 14, 2004

DESCRIPTION

In recent years, Missouri's commitment to fund its public institutions has been restricted because of the state's fiscal challenges. As the fiscal environment apparently improves, it is time to begin pursuing state investment for Missouri's public institutions in a manner that makes sense in all economic times. The intent of this agenda item is to outline the three components that will provide an additional \$25 million to two of Missouri's student financial aid programs and approximately \$55 million in additional funding for Missouri's public institutions of higher education.

Background

Need-based Financial Aid

Tuition prices across the nation at public institutions rose substantially from the fall of 1995 to the fall of 2002; the average cost of attendance at a public four-year institution increased 39 percent and 37 percent at community colleges according to the report *Informing Public Policy: Financial Aid and Student Persistence* by Western Interstate Commission for Higher Education (WICHE). From the fall of 2001 to the fall of 2004, tuition and fees at all of Missouri's public institutions increased 39.4%. For the past several years there has been an increase in the number of students qualifying for need-based aid.

Today, two of the state administered scholarships for need-based aid, the Missouri College Guarantee Program and the Charles Gallagher Student Assistance Program, serve approximately 25 percent of their eligible applicants. In FY 2002, the number of unfunded College Guarantee students was 5,983 for a total unmet need of \$11,428,327. Those numbers increased in FY 2004 to 11,667 students for a total of \$34,194,979 in unmet need. The number of unfunded students for the Charles Gallagher Program in FY 2002 was 30,535 for a total unmet need of \$37,559,953 while in FY 2004 the numbers increased to 42,013 unfunded students totaling \$53,784,481.

As tuition rises at our institutions, the necessity for need-based aid will continue to rise as illustrated by the figures above. Because there are such large numbers of unfunded students in both of these scholarships, an additional \$17 million in funding for the Missouri College Guarantee Program and \$8 million in funding for the Charles Gallagher Student Assistance Program is being requested for FY 2006. These additional funds will provide approximately 8,600 additional Guarantee scholarships and approximately 6,150 additional Gallagher program scholarships. These increases will bring both

Coordinating Board for Higher Education

October 14, 2004

programs to approximately \$25 million each in funding or a total of over \$50 million in need-based aid to be distributed to Missouri students.

Performance Funding

Since the early 1990s, Missouri has embraced the concept that funding should be used to promote and acknowledge results. The Funding for Results (FFR) process was an early model of similar efforts nationwide. Standardized indicators were used both as an accountability system and as a trigger for funding recommendations based on results. While FFR was not a perfect system, Missouri's educational leadership embraced the concept that limited funding should be used to promote and acknowledge results.

The Governor and several legislators have stressed the importance of quality and performance within Missouri's higher education system. The importance of engaging in performance-based budgeting was reinforced by the General Assembly and the Governor in SB 299, which became effective August 28, 2003.

Because Missouri's public institutions' administrators are aware of the move towards performance-based budgeting, many of them have asked for specific funding that will enhance the performance of their institution. One example of a performance funding request is funding for endowed chairs which will use state resources to attract external funding for the purpose elevating the stature of selected academic and research programs. Another request for performance funding includes money that will be used to enhance outlying higher education centers. There are also requests to use performance funding for enhanced technology to redesign instruction resulting in a cost savings and improved teacher quality.

Linking funding to performance helps to establish priorities for improvement initiatives. Therefore, an additional \$17,092,082 for performance funding is being requested. This request is two percent of the FY 2005 core funding to the institutions.

Resource Priorities and Investment Protection

Since FY 2000, expenses have increased at Missouri's public institutions by 17%, while appropriations have declined by 7%. Because of this divergence, the institutions have worked to become more efficient during this period. However, some fixed cost expenses are out of their control.

Staff benefit costs such as health care and retirement are increasing. Some institutions estimate increases up to 20%. The costs of utilities, electronic media, information technology, supplies and services are increasing as well. In addition, maintenance and repair of campus buildings has been deferred the past few years. These fiscal constraints make it difficult for the institutions to direct more money to instruction of the students.

Institutions require more state funding to direct expenditures toward instruction and student support. By providing more state support, Missouri's public institutions will be better prepared to contain costs and keep tuition increases to a minimum, contributing to the rise in Missouri college completion rates.

Additional state funding is expected to contribute to CBHE's goal of increasing the number of degrees granted by 50% through 2015 at four-year institutions and 100% at two-year institutions. Thus, Missouri's citizens will be better educated while increasing their earning capacity which will help the economy and the future for all residents. Additional funding of \$38,457,186 or approximately a 4.5 percent increase from the FY 2005 core appropriation would make up approximately one-third of the difference in appropriations from FY 2002 funding levels. This increase will help the institutions direct state funding to the students and the rising fixed costs.

Conclusions

Missouri's investment in need-based financial aid is very low when compared with top-performing states according to *Measuring Up 2004-The State Report Card on Higher Education* produced by the National Center for Public Policy and Higher Education. Need-based student financial aid is a necessity if we want to increase the number of low income, underrepresented students who attend and complete post-secondary education in Missouri. Providing an additional \$25 million in need-based financial aid to Missouri's students will be a step in the right direction for Missouri's future.

Linking a portion of the FY 2006 budget to performance funding associated with state priorities, such as increases in participation and completion, will demonstrate a collective commitment by Missouri's system of higher education to enhance educational quality throughout the state.

Providing additional state resources to institutions will enable them to address fixed cost increases while protecting previous state investments. Additional state investment, combined with increases to need-based financial aid, will make higher education in Missouri more affordable.

STATUTORY REFERENCE

Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported college or university

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

It is recommended that the Board approve the CBHE FY 2006 three-part appropriation request, which includes \$25 million in need-based financial aid, \$17,092,082 in performance funding, and \$38,457,186 in resource priority and investment protection funding, as presented, for submission to the Governor and General Assembly.

ATTACHMENT (S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Four-year Institution Operating Appropriations
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The FY 2006 request for each item is the FY 2005 core appropriation amount plus the amounts recommended for FY 2006 contained in Tab A of this board book.

A. Core State Appropriations

Core Appropriation \$761,721,637

	<u>FY 2005 Core Budget</u>	<u>FY 2006 CBHE Recommendation</u>
Missouri Southern	20,862,134	22,165,663
Missouri Western	20,566,117	21,851,150
Central Missouri	53,827,478	57,190,782
Southeast Missouri	43,832,008	46,570,765
Southwest Missouri	79,820,971	84,808,427
Northwest Missouri	29,866,436	31,732,581
Truman State	40,768,154	43,315,472
Lincoln University	16,752,592	17,799,345
Harris-Stowe	9,810,682	10,423,683
<u>University of Missouri</u>	<u>400,819,361</u>	<u>425,863,769</u>
TOTAL	716,925,933	761,721,637

B. Tax Refund Offset

Core Appropriation \$875,000

The public four-year institutions participate in the tax refund offset program. Under the program, they may intercept Missouri income tax refunds of students who have unpaid debts at the institution.

C. University of Missouri Related Programs

In addition to its general operating budget, the University of Missouri has responsibility for the administration of several separate programs.

	<u>FY 2005 Core Budget</u>	<u>FY 2006 CBHE Recommendation</u>
Missouri Institute of Mental Health	\$2,299,850	\$2,444,741
State Historical Society	\$922,601	\$980,725
Alzheimer’s Program	\$227,375	\$252,639
Missouri Rehabilitation Center	\$10,116,691	\$10,754,043
Hospitals and Clinics	\$13,135,457	\$13,962,990
Missouri Kidney Program	\$4,016,774	\$4,269,831
Missouri On-line Bibliographic Information User System (MOBIUS)	\$649,539	\$690,460
Missouri Research and Education Network (MOREnet)	\$14,504,401	\$15,948,178
Spinal Cord Injury Fund	\$375,000	\$400,000
State Seminary Fund Investments in:		
Government Securities	\$1,500,000	\$3,000,000
Investment Earnings from Principal	\$250,000	\$250,000
Missouri Telehealth Network*		\$628,200

*This is a one-time appropriation to spend the remaining tobacco settlement funds originally appropriated in House Bill 14 to the University of Missouri-Columbia, School of Medicine.

STATUTORY REFERENCE

Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo

RECOMMENDED ACTION

It is recommended the Board approve the FY 2006 four-year institution appropriation request including University of Missouri Related Programs, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
October 14, 2004

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Linn State Technical College Operating Appropriations
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The FY 2006 request for each item is the FY 2005 core appropriation amount plus the amounts recommended for FY 2006 contained in Tab A of this board book.

A. Core State Appropriations

	<u>FY 2005 Core Budget</u>	<u>FY 2006 CBHE Recommendation</u>
Core Appropriation	\$4,540,164	\$4,894,780

B. Tax Refund Offset

Core Appropriation	\$30,000
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Linn State Technical College participates in the tax refund offset program. Under the program, it may intercept Missouri income tax refunds of students who have unpaid debts at the institution.

STATUTORY REFERENCE

Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo

RECOMMENDED ACTION

It is recommended the Board approve the FY 2006 Linn State Technical College appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Community College Operating Appropriations
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The FY 2006 request for each item is the FY 2005 core appropriation amount plus the FY 2006 recommendations contained in Tab A of this board book.

A. Core State Appropriations

Core Appropriation \$143,537,014

It is further recommended that beginning in FY 2006, all community college core appropriation line items consisting of state aid, workforce preparation, out of district courses, and Regional Technical Education Initiatives (RTEC) be consolidated as one core appropriation line item.

	<u>FY 2005 Core Budget</u>	<u>FY 2006 CBHE Recommendation</u>
Crowder	4,301,655	4,637,642
East Central	5,225,206	5,633,329
Jefferson	7,666,780	8,265,605
Metropolitan	31,851,545	34,339,358
Mineral Area	5,023,128	5,415,467
Moberly	4,854,349	5,233,505
North Central	2,479,665	2,673,343
Ozark Technical	9,363,824	10,095,200
St. Charles	7,013,917	7,561,749
St. Louis	45,799,718	49,376,974
State Fair	5,325,886	5,741,872
<u>Three Rivers</u>	<u>4,232,393</u>	<u>4,562,970</u>
TOTAL	133,138,066	143,537,014

B. Tax Refund Offset

Core Appropriation

\$250,000

Several community colleges participate in the tax refund offset program. Under the program, they may intercept Missouri income tax refunds of students who have unpaid debts at the institution.

STATUTORY REFERENCE

CBHE authority under Section 163.191, RSMo, relating to state aid to community colleges and the State Plan for Postsecondary Technical Education (Sections 173.637 and 178.637, RSMo)

RECOMMENDED ACTION

It is recommended the Board approve the FY 2006 community college appropriation request, as presented, for submission to the Governor and the General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for DHE Operating Appropriations
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

Staff recommendations for the FY 2006 internal operating appropriation request for the Department of Higher Education are included in this section.

A. Coordination

1. Administration

FY05 Core Appropriation	\$805,825 (14.35 FTE)
FY06 Pay Plan	\$20,264
FY06 Requested Core	\$911,343 (16.35 FTE)

2. Program Distribution

a. Midwest Higher Education Commission

FY05 Core Appropriation	\$82,500
FY06 Requested Core	\$90,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Commission (MHEC), naming the CBHE as the administrative agent. All of Missouri's public two- and four-year institutions and numerous independent institutions use the services of MHEC. The state's two largest community colleges take advantage of the pooled purchasing opportunities through MHEC. As a member of MHEC, Missouri participates in the Midwest Student Exchange Program which became operational during the 1994-95 academic year in most member states. This program allows Missouri residents to enroll at participating out-of-state institutions at 150 percent of the resident student tuition rates. Other programs include joint purchasing of natural gas and property insurance through pooled arrangements involving member institutions.

b. State Anatomical Board

FY06 Core Appropriation	\$3,069
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Section 173.005, RSMo, transferred the State Anatomical Board to the Department of Higher Education. The responsibilities of the State Anatomical Board are outlined in

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October 14, 2004

Chapter 183, RSMo. The CBHE acts as the fiscal agent for the State Anatomical Board, which distributes unclaimed or donated human bodies to mental, dental, chiropractic and osteopathic programs for use by students in their training. Expenditures consist of fixed stipends paid to officers of the State Anatomical Board, printing costs, and per capita stipends paid to doctors serving as local secretaries who have responsibility for the receipt and distribution of bodies. These expenditures are partially offset by an assessment of 50 cents per student from member institutions.

B. Improving Teacher Quality State Grants (formerly known as the Eisenhower Program)

FY06 Core Appropriation	\$1,776,425 (1 FTE)
FY06 Pay Plan	\$2,321

The core request of \$1,776,425 in federal funds comes from a U.S. Department of Education grant to enhance teacher education in mathematics and science, as authorized by Title II of the Elementary and Secondary Education Act. These funds are allocated to projects designed by higher education institutions and qualifying nonprofit organizations to improve mathematics and science education in grades K-12. In FY 2006, the CBHE will utilize 1.0 FTE for this program.

C. Proprietary School Regulation

FY05 Core Appropriation	\$158,742 (2.6 FTE)
FY06 Pay Plan	\$4,965
Proprietary School Bond	\$100,000
FY06 Requested Core	\$196,207 (3.6 FTE)

A key responsibility of the CBHE is to certify and monitor proprietary schools, including out of state institutions offering programs in Missouri. These expenses from the General Revenue Fund are partially offset by the collection of certification fees that are deposited into general revenue.

Section 173.612, RSMo, requires each proprietary school to file a security deposit with the CBHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student records in an acceptable manner upon school closure. The CBHE holds a security deposit from each proprietary school ranging from a minimum of \$5,000 to a maximum of \$25,000. This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

D. Federal and Donated Funds

FY06 Core Appropriation	\$2,000,000
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This appropriation provides CBHE with spending authority for any private or federal grants received by the agency.

E. Financial Assistance and Outreach

1. Administration

FY06 Core Appropriation	\$281,356 (4.95 FTE)
FY06 Pay Plan	\$7,570

a. GEAR UP Early Awareness and Outreach

i. Administration

FY06 Core Appropriation	\$773,640 (5.5 FTE)
FY06 Pay Plan	\$8,766

ii. Program Distribution

FY06 Core Appropriation	\$897,572
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In September 2000, the Coordinating Board for Higher Education was notified that it received a five-year federal GEAR UP grant of \$7,455,027 covering the period September 15, 2000 through September 14, 2005. The purpose of the grant is to increase the educational attainment of low-income middle and high school students by helping them complete high school, prepare for, and enroll in college. A request for continued authority for GEAR UP is included in this year's budget request. Continued funding of the grant is dependent upon successfully raising the educational attainment level and college participation rates among the youth participating in the GEAR UP grant program.

F. Missouri DHE Student Loan Program (Federal Funds)

1. Administration

FY06 Core Appropriation	\$12,251,803 (56.83 FTE)
FY06 Pay Plan	\$86,876

a. E-Government

i. Administration

FY06 Core Appropriation	\$437,208 (4.5 FTE)
FY06 Pay Plan	\$12,912

2. Guaranty Functions

a. Student Loan Revolving Fund

FY06 Core Appropriation	\$85,000,000
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Section 173.120, RSMo, establishes a revolving fund used solely to pay claims and administer the loan program. An appropriation granting authority to spend up to \$85,000,000 is required so that Guaranty Student Loan Program funds may be accessed. Disbursements include the purchase of defaulted loans, repurchases of defaulted loans by lenders, payments of accrued interest on defaulted loans, and federal reinsurance payments.

b. Collection Agency Invoicing

FY06 Core Appropriation \$4,000,000

The department requires that all collection agencies transmit all collections to DHE and then submit invoices for their fees. Continued authority in the amount of \$4,000,000 is needed for this purpose.

c. Federal 48-hour Rule Reimbursement

FY06 Core Appropriation \$500,000

A U.S. Department of Education regulation requires state guaranty agencies to deposit all revenues collected from defaulted borrowers into the state's federal fund within 48 hours of receipt. Authority in the amount of \$500,000 is needed to meet these requirements.

d. Transfer Appropriations

FY05 Core Appropriations \$9,000,000

FY06 Requested Core \$9,100,000

Federal law requires certain transfers between the Guaranty agency operating fund and the federal student loan reserve fund. These appropriations provide the necessary authority to meet these requirements.

e. Tax Refund Offsets

FY06 Core Appropriation \$250,000

Section 143.781, RSMo, gives state agencies the authority to make state tax refund offsets against debts owed to the state agency, including defaulted guaranteed student loans.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750 inclusive.

RECOMMENDED ACTION

It is recommended the Board approve the CBHE FY 2006 internal appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for State Student Financial Assistance Programs
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

Staff recommendations for the FY 2006 Student Financial Assistance Programs appropriations are included in this section. The Department of Higher Education administers seven state grants and scholarships. The request for each item is the FY 2005 core appropriation amount, with the exception of the Advantage Missouri Program (which is being phased out) and the Charles Gallagher Student Financial Assistance Program and the Missouri College Guarantee Program, both of which have core increase requests contained in Tab A.

1. Program Distribution

a. Academic Scholarship Program (Bright Flight)

FY06 Core Appropriation	\$15,787,000
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The Missouri Higher Education Academic Scholarship Program (Bright Flight) provides scholarship benefits to students who have a composite score in the top three percent of all Missouri students taking either the American College Testing (ACT) Program Assessment or the Scholastic Aptitude Test (SAT) during their senior year of high school. The scholarship award is \$2,000 per academic year (\$1,000 for each semester of enrollment) until the first bachelor's degree is received, or ten semesters, whichever occurs first. This program has proved very successful in persuading many of Missouri's best and brightest high school scholars to remain in Missouri for their higher education experience.

b. Charles Gallagher Student Financial Assistance Program

FY05 Core Appropriation	\$16,628,436
FY06 Requested Core	\$24,628,436

The Charles Gallagher Student Financial Assistance Program provides assistance to Missouri residents based on financial needs as determined by the Federal Needs Analysis Formula considering the cost of attendance at the institution where the applicant is enrolled. More than 79 percent of the funds in this program are awarded to students attending independent colleges and universities.

The core request will provide average awards of \$1,300 to approximately 12,800 students, representing approximately 25 percent of eligible applicants. The additional funds requested

will provide approximately 6,150 additional Gallagher scholarships.

c. Missouri College Guarantee Grant Program

FY05 Core Appropriation	\$8,385,000
FY06 Requested Core	\$25,385,000

The Missouri College Guarantee Grant Program provides assistance to students who demonstrate financial need and also meet the other statutory eligibility requirements for this scholarship. The amount of the scholarship cannot exceed the current average cost of tuition, other fees, and cost of books at the campus of the University of Missouri having the largest total enrollment. More than 80 percent of the funds in this program are awarded to students attending public colleges and universities.

The core request will provide average awards of \$1,980 to approximately 4,000 students, representing approximately 26 percent of eligible applicants. The additional funds requested will provide scholarships to approximately 8,600 additional students.

d. Advantage Missouri Program

FY05 Core Appropriation	\$164,825
FY06 Requested Core	\$105,000

The Advantage Missouri Program is a loan and loan forgiveness program designed to provide financial assistance to students who elect to enroll and work in certain designated high-demand occupational fields. The CBHE has designated biomedical/biotechnology, advanced manufacturing, and computer-related occupations as eligible occupational fields.

e. Marguerite Ross Barnett Memorial Scholarship Program

FY06 Core Appropriation	\$425,000
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The Marguerite Ross Barnett Memorial Scholarship Program is the only state-funded scholarship available for part-time enrolled students. The scholarship is especially important for those individuals already in the workplace seeking to upgrade their skills. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula.

f. Public Service Officer's Survivor Grant Program

FY06 Core Appropriation	\$60,710
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This grant provides educational assistance to the spouses and children of certain public employees killed in the line of duty. Dependents are eligible up to the age of 24 to receive a grant to enroll in any program leading to a certificate, associate degree or baccalaureate degree at an approved public or private Missouri postsecondary institution. The maximum annual grant is the least of the tuition paid by a full-time undergraduate Missouri resident at the University of Missouri-Columbia, or the tuition paid at the institution which the student attends.

g. The Vietnam Veteran Survivor Grant Program

FY06 Core Appropriation

\$83,570

This program provides educational grants to eligible survivors of certain Vietnam veterans. To be eligible, an applicant must be a child or spouse of a deceased veteran who served in the military in Vietnam or the war zone in Southeast Asia and who was a Missouri resident when first entering military service and at the time of death. Grant recipients must enroll full-time in programs leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. The maximum grant award is the lower of the actual tuition charged a full-time student at the approved institution where the eligible survivor is enrolled or the average amount of tuition charged for a full-time Missouri resident at the four regional institutions.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750 inclusive.

RECOMMENDED ACTION

It is recommended the Board approve the CBHE FY 2006 Student Financial Assistance appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Four-year Institutions' and Linn State Technical College's Capital Improvements
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The FY 2006 capital improvement recommendations are attached. The \$363,868,738 recommendation includes fourteen projects for the public four-year institutions and Linn State Technical College. The first priority for each institution is listed and ranked in accordance with CBHE policy IV.D.1, "Guidelines for Selecting Priorities for Capital Improvement Projects."

STATUTORY REFERENCE

Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo
Section 173.020, RSMo, CBHE statutory responsibility to plan systematically for the state higher education system

RECOMMENDED ACTION

It is recommended the Board approve the FY 2006 capital improvement recommendations for the public four-year institutions and Linn State Technical College for submission to the Governor and General Assembly. Due to the lack of state revenue for this purpose over the last several fiscal years and the increasing infrastructure needs on campuses, the Board further recommends the Governor and General Assembly consider the issuance of state bonds, if necessary, to fund public higher education capital improvement projects recommended by the Board.

ATTACHMENT

FY 2006 Capital Improvement Recommendations, Public Four-year Institutions and Linn State Technical College

Coordinating Board for Higher Education
October 14, 2004

FY 2006 Capital Improvement Recommendations

PUBLIC 4-YEAR INSTITUTIONS
and LINN STATE TECHNICAL COLLEGE

CBHE Priority	Inst. Priority	Institution	Facility Name	Project Description	Total Project Cost	Total Local Match	Prior State Funding Received	FY 06 Request	FY 07 Request
1	1	UM-St. Louis	Benton/Stadler Halls	Renovation of science complex for chemistry, physics, psychology, and biology	\$ 55,755,000	\$ -	\$ 3,500,000	\$ 52,255,000	\$ -
2	1	Southeast	Visual & Performing Arts/ Kennett Area Center	Renovation and addition at existing River Campus for school of performing arts/renovation at Kennett Center for addition of classroom & computer lab	\$ 40,966,542	\$ 19,160,000	\$ 4,601,000	\$ 17,205,542	\$ -
3	1	Missouri Western	Agenstein Science and Math, Phase I	Renovation and addition for math and science programs	\$ 32,205,727	\$ 2,400,000	\$ -	\$ 16,600,000	\$ 13,205,727
4	1	Central	Morrow/Garrison	Renovation of classrooms, laboratories, gymnasiums, and general repairs for health, physical education, wellness programs	\$ 12,374,072	\$ 2,000,000	\$ -	\$ 699,284	\$ 9,674,788
5	1	Northwest	Biopharming Incubators	Renovation and addition of two facilities that will include industrial-std res labs for faculty & industries to develop biopharming apps. & alt. fuels	\$ 34,923,160	\$ 5,000,000	\$ -	\$ 29,923,160	\$ -
6	1	UM-Rolla	Schrenk Hall	Renovation and addition for chemistry, chemical engineering, biological sciences, including laboratory upgrade	\$ 64,438,000	\$ 12,887,000	\$ -	\$ 51,551,000	\$ -
7	1	Truman	Pershing Building	Renovation and addition for nursing, communication disorders, health science and exercise science programs	\$ 23,951,865	\$ 2,523,340	\$ -	\$ 21,428,525	\$ -
8	1	Lincoln	Jason Hall	Renovation of existing facility and addition of a swim facility and gymnasium	\$ 9,219,378	\$ 2,000,000	\$ 423,195	\$ 6,796,183	\$ -
9	1	Linn State	HTAC- Heavy Equip/ Med Truck/Auto Collision	Construction of a new facility for heavy equipment technology, medium/ heavy truck technology, trailer repair and auto collision repair	\$ 12,068,070	\$ 2,413,614	\$ -	\$ 5,432,931	\$ 4,221,525
10	1	Missouri Southern	Health Sciences Building	Construction of a new facility for consolidation of allied health programs, psychology, and wellness	\$ 23,434,705	\$ 4,646,840	\$ 200,504	\$ 13,439,597	\$ 5,147,764
11	1	Harris-Stowe	Early Childhood/ Parent Education Center	Construction of new building for early childhood and parent ed programs	\$ 14,083,370	\$ 2,650,000	\$ -	\$ 11,433,370	\$ -
12	1	Southwest	Ozarks Public Health Institute	Planning and design of new facility to address public health issues for the Ozarks region and the state	\$ 61,025,520	\$ 12,205,104	\$ -	\$ 3,330,146	\$ 45,490,270
13	1	UM-Columbia	Health Sciences Research Center	Construction of new health sciences research center adjacent to University Hospital	\$ 189,175,000	\$ 108,100,000	\$ -	\$ 81,075,000	\$ -
14	1	UM-Kansas City	Health Sciences Phase I and II	Phase I: Complete shell space of health sciences building; Phase II: Construct new facility for health science research	\$ 70,266,000	\$ 17,567,000	\$ -	\$ 52,699,000	\$ -
TOTALS					\$ 643,886,409	\$ 193,552,898	\$ 8,724,699	\$ 363,868,738	\$ 77,740,074

AGENDA ITEM SUMMARY

AGENDA ITEM

Measuring Value-Added Student Learning Status and Next Steps
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

Throughout the nation there is an increased call for evidence-based information to inform public policy and to support both high-stakes and continuous-improvement decisions that will ultimately improve both teaching and learning. For the past year, the MDHE has been working with Missouri colleges and universities and RAND's Council for Aid to Education (CAE) on launching a pilot project designed to provide evidence about the amount of value-added student learning that occurs as a result of spending time on a particular campus. This project is one of several designed to promote state and institutional commitment to sound management principles that result in performance excellence. The intent of this item is to update the board on the status of the department's Measuring Value-Added Student Learning project.

Background

Over one year ago, the MDHE established Measuring Value-Added Student Learning as a major improvement project. Early on, MDHE staff began to explore with Dr. Roger Benjamin, president of RAND's Council for Aid to Education (CAE), the potential of a Missouri/CAE partnership based on CAE's national initiative in this arena. The staff also hosted several meetings with institutional representatives to understand better CAE's national initiative and to explore the value of forming a Missouri Consortium on Measuring Value-Added Student Learning. At its February meeting, after hearing information about a potential Missouri/CAE pilot project, the CBHE expressed its support for this initiative and encouraged institutions to participate in a pilot project.

From the outset the intent of the pilot project would serve to inform Missouri's assessment agenda and interest in measuring value-added student learning. This initiative was intentionally designed as an experimental process to learn more about what works and why, with particular attention to issues surrounding student motivation and faculty buy-in. Several institutions agreed it was worthwhile to proceed with a pilot project despite an imperfect system and perceived obstacles. Many expressed a commitment to explore unanswered questions throughout the year based on their collective experience. Further, a commitment was made to work with assessment professionals from CAE and Missouri to refine and evolve the national agenda so results gathered would be used to support continuous improvement.

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A total of 33 public, independent, and proprietary institutions joined the Missouri Consortium and made a commitment to contribute \$2,000 each in support of Consortium activities. One very small institution was approved for a reduced rate of \$1,500. The Missouri Department of Higher Education also contributed \$1,500 in support of the Consortium. Two consortium members indicated at the front end that they would not test during the current academic year, but wanted to be included in all discussions and correspondence about the pilot project. At least one of these institutions has indicated that it will be experimenting with its own approach to measuring value-added student learning and intends to share information and be engaged in discussion with Consortium members throughout the year.

Since the June 2004 board meeting, a subcommittee for the Missouri Consortium on Measuring Value-Added Student Learning has been actively engaged in negotiating a Memorandum of Agreement (MOA) between the consortium and CAE. A copy of the MOA is attached. As a result of these negotiations, the Missouri Consortium was able to secure a number benefits not available to other institutions that are single contractors with CAE including the following:

- In addition to institutional reports and aggregate reports, Missouri Consortium institutions will receive individual-level student testing results, which may be used for research and diagnostic purposes.
- CAE hosted three web conferences to introduce institutional representatives to the CLA instrument and testing process.
- Faculty and administrators from Missouri Consortium institutions will also be able to access the CLA instrument and complete it if desired.
- Once testing results become available, CAE will host at least two web conferences to assist institutions with data interpretation.
- CAE will also provide to Missouri Consortium institutions scoring information and examples of completed CLA tasks at representative score levels.
- During future training sessions, CAE may also include eligible Missouri faculty in developing scoring rubrics for future CLA tasks.
- CAE is permitting Missouri institutions to test in one three-hour block or two ninety-minute sessions.
- CAE has endorsed Missouri institutions to experimenting with embedding the CLA in an existing class or assessment activity.

Most importantly CAE has agreed to work with Missouri Consortium members at a reduced rate. In addition, to dedicating some of its own resources to help subsidize this pilot project, CAE has agreed to work with Missouri in seeking a minimum of \$100,000 in external funding to subsidize spring testing and, if possible, additional external funding for more long-term commitments. In support of these goals, CAE and the Missouri Consortium are writing a concept paper that will be used with external funding agencies.

During this fall semester, 30 of the original 31 institutions that committed to experiment with fall testing are in the process of student testing which will continue through October 17, 2004. One institution in the original group has indicated its decision to not test this year based on a review of their commitment

and being uncomfortable with unanswered questions. This institution has been notified that it will continue to be treated as consortium member since it has already paid the Consortium membership fee. Further, the institution has been encouraged to stay engaged throughout the year in discussion with colleagues and MDHE staff about Missouri's approach to measuring value added student learning.

Several consortium members, who are recruiting student volunteers to participate in the pilot project, have expressed concerns that they may not succeed in getting the minimal number of completed assessments necessary for a valid analysis to be performed. This challenge is not unique to Missouri institutions. Immediately after fall testing, Missouri Consortium members will meet to share experiences and make appropriate adjustments for spring testing. Institutions that lack a sufficient number of entering freshmen, who complete the CLA instrument during the fall 2004 testing cycle, will be encouraged to test existing students in spring 2005 and test new freshmen in fall 2005 assuming sufficient funds from external or other sources are available.

In addition to student recruitment challenges, several institutions have reported minor technical issues with administrating the online CLA instrument. To our knowledge, these technical issues have been successfully resolved and should not be a problem in the future. Building faculty and administrator understanding and support at the campus level will continue to be a major priority for the remainder of the pilot project year. Communication within and between institutions can also be enhanced to more effectively disseminate instructions, benefits, successes, and difficulties. During this pilot year, institutional experiences will be communicated and assessed to determine the potential for administering the CLA instrument in the future.

Conclusion

While not without challenges, the Missouri Consortium on Measuring Value-Added Student Learning and CAE have entered into an exciting partnership to measure institutional contributions to student learning associated with critical thinking, analytic reasoning, and written communication. This partnership has the potential to track value-added student learning over time, to communicate institutional successes, and to stimulate institutional improvement programs when necessary. The measurement of value-added student learning is a strategy that supports the state's priority for improving successful participation in Missouri higher education. Missouri's pilot project will also inform the national agenda on measuring value-added student learning.

STATUTORY REFERENCE

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Memorandum of Agreement between Missouri Consortium for Measuring Value-Added Student Learning and Council for Aid to Education (CAE)

MEMORANDUM OF AGREEMENT

THIS AGREEMENT (the “Agreement”) is made by and between the **Missouri Consortium for Measuring Value-Added Student Learning** (“Missouri Consortium”) and the **Council for Aid to Education** (“CAE”), a subsidiary of the RAND Corporation, a nonprofit corporation established under the laws of the State of California, United States of America. This Agreement shall be effective on the last date signed below (the “Effective Date”).

WHEREAS, the Missouri Consortium is committed to participate in developing CAE’s national database of Collegiate Learning Assessment (CLA) program results and working with CAE to raise funds to subsidize spring testing for the 2004-2005 Academic Year; and

WHEREAS, CAE offers a variety of services related to the CLA program and wishes to provide the Missouri Consortium institutions with a variety of student learning sampling approaches.

NOW THEREFORE, in consideration of the foregoing and the mutual commitments set forth in this Agreement, the parties, intending to be legally bound, hereby agree as follows:

1. SAMPLING

- 1.1 CAE will provide all institutions the following sampling information within five (5) business days of the execution of this MOA:
 - 1.1.1. A list of what level of detail is needed on the sampling method.
 - 1.1.2. A description of the characteristics needed to be considered representative.
- 1.2 CAE recognizes that the institutions included within the Missouri Consortium will engage in a variety of sampling approaches. Some institutions will embed the Collegiate Learning Assessment (CLA) instrument into selected classes and will require virtually no sampling assistance. Other institutions, however, will need extensive technical assistance in developing a representative sample. CAE agrees to provide each institution with its desired level of sampling assistance to the extent time and resources allow.
 - 1.2.1 Missouri Consortium institutions desiring technical assistance with sampling will inform CAE within seven (7) days after the MOA is signed.
 - 1.2.2 All Missouri Consortium institutions that test in the 2004-2005 academic year will draw adequate institutional samples for the Fall 2004 test no later than September 15, 2004. An adequate institutional sample for the Spring 2005 test will be drawn no later than February 15, 2005, assuming that external funding is secured to subsidize spring testing.
- 1.3 Individual Missouri Consortium institutions agree to report their individual sampling methods to CAE (i.e. (a) whether the sample is representative of the campus and any relevant qualifications or (b) a representative sample of the institution’s students).

2. STUDENT DATA

- 2.1 CAE agrees to provide each institution in the Missouri Consortium with a completed data set of individual student results from that institution that includes all released data elements, not just summaries, in a useful format to each institution by January 31, 2005, for the fall testing session and by July 31, 2005, for the spring testing session.
 - 2.1.1 The data shall be transmitted in an electronic ASCII delimited data file.
 - 2.1.2 The data shall provide student-level tracking, including a student identifier (dummy identification numbers), a linkage with the CAE demographic/background survey results, and a linkage with institutional data.
- 2.2 Each academic institution within the Missouri Consortium will receive a copy of its respective results/data with the stipulation that it may only be used for research and diagnostic purposes as consented to by student participants on their signed consent forms.
 - 2.2.1 Any reports or analyses produced by individual institutions or by groups of institutions must identify the data as derived from the CAE Collegiate Learning Assessment project, but must carry a disclaimer that the analyses were not conducted by CAE.
- 2.3 CAE shall have the right to use the institutional data with the following qualifications.
 - 2.3.1 Student results will be used by CAE for research purposes only.
 - 2.3.2 CAE will not identify Missouri institutions or individual Missouri students by name in any of its national research.
- 2.4 Missouri institutions may conduct additional research using CLA test data.
 - 2.4.1 Institutions may pool data when desired.
 - 2.4.2 Institutions may use the data to conduct institutional, cross-institutional, and/or consortium research.
 - 2.4.3 Student-level data may be used for research and diagnostic purposes only.
- 2.5 The Missouri Consortium shall know three (3) weeks in advance of CAE's release of CLA student data what information will be released to students and the form it will take.

3. REPORT CONTENT TO STUDENTS, INSTITUTIONS, AND THE CONSORTIUM

- 3.1 2004-05 academic year (See also Section 10.4.)
 - 3.1.1 CAE agrees to provide its standard institutional reports to each participating institution in the Missouri Consortium including
 - 3.1.1.1 CLA Institutional Report for each testing institution
 - 3.1.1.2 CLA Consortium Reports at the aggregate and sector levels (public two-year institutions, public four-year institutions, and independent institutions).
 - 3.1.1.3 CAE agrees to notify the Missouri Consortium institutions of additional services available in future years (e.g. annual reports and a CLA interactive database). Access to these products will become part of future negotiations between the Missouri Consortium and CAE.
 - 3.1.2 CAE agrees to explore with Missouri Consortium members the types of additional reports that would be useful in future years.
 - 3.1.3 CAE agrees to the following regarding individual student reports:
 - 3.1.3.1 Reliability analyses on student results will be provided by CAE by January 31, 2005, for Fall 2004 testing. Assuming external funding is secured to subsidize spring testing, reliability analyses on student results will be provided by CAE by July 31, 2005, for Spring 2005 testing.
 - 3.1.3.2 CAE will explore with the Missouri Consortium ways to enhance feedback to students.
 - 3.1.3.3 CAE will work with the Missouri Consortium on an agreed upon structure and process for releasing student information.
 - 3.1.3.4 CAE will provide information about how students access their individual reports.
 - 3.1.3.5 CAE will permit institutional access to individual student reports for research and diagnostic purposes only.
 - 3.1.4 The Missouri Consortium agrees to pool questions regarding psychometric issues. CAE agrees to provide the Missouri Consortium with responses to the collective list of questions.
- 3.2 Should CAE and the Missouri Consortium continue their relationship beyond the 2004-05 academic year, CAE and the Missouri Consortium agree to renegotiate all report content at all levels.

4. COMMUNICATIONS AND SUPPORT

- 4.1 CAE agrees to host and fund conferences or web sites for Missouri Consortium members including the following:
 - 4.1.1 CAE will host three 90-minute web conferences between the date of execution of this MOA and June 30, 2005, offering a CLA overview for consortium/institutional liaisons and other interested campus individuals, which may also be open to non-Missouri Consortium participants.
 - 4.1.2 CAE will host a password protected web site that reviews the CLA instrument for faculty and offers them an opportunity to complete the CLA instrument (made available during a four-week window from within 10 business days of execution of this MOA, and a four-week window during the Spring 2005 testing cycle, assuming external funding is available to subsidize spring testing).
 - 4.1.2.1 CAE is not obligated to provide scoring feedback to faculty members who complete the CLA instrument.
 - 4.1.2.2 As a condition of accessing this secure web site, individual faculty members from Missouri Consortium institutions will sign a test review agreement that prohibits the removal of test materials or items and prohibits writing notes or making copies/transcripts of the test material and/or downloading of any computer files or data.
 - 4.1.3 CAE agrees to provide assistance with data interpretation for participating Missouri institutions.
 - 4.1.3.1 CAE will provide a minimum of two 90-minute web conferences for Missouri institutions on data interpretation, including ways to use data as diagnostic tools and limitations of the data.
 - 4.1.3.2 During each of the 90-minute data interpretation web conferences, each institution may have one (1) electronic/phone connection to the conference; however, multiple institutional representatives may participate through the single connection.
 - 4.1.3.3 The first of these data interpretation web conferences will be held when the data from fall testing have been made available to the campuses.
 - 4.1.4 CAE agrees to provide information regarding the maximum capacity for its web conferences.
 - 4.1.5 The Missouri Consortium and/or its members reserve the right to record web and/or regional conferences and to make the same available to other interested parties.

- 4.2 Scoring of the CLA instrument
 - 4.2.1 The Analytical Reasoning measures will be scored by ETS's e-rater computer scoring system, and CAE agrees to share with the Missouri Consortium institutions whatever information ETS generally provides clients about scoring criteria for these tasks and examples of completed tasks at representative score levels.
 - 4.2.2 Because the scoring for each critical thinking task is so unique, CAE agrees to provide to Missouri Consortium institutions the questions and criteria used to score at least one critical-thinking task (e.g. the mosquito problem) so that interested participants might better understand the process. Each institution will be required to sign a confidentiality agreement provided by CAE, which will protect CAE's intellectual property and ensure the security of test content.

- 4.3 CAE is solely responsible for the selection and supervision of scorers.
 - 4.3.1 CAE plans to continue its intensive training of CLA instrument scorers, which includes a training session, assurances of scoring consistency among scorers prior to actual scoring, and cross-scoring of CLA tasks to ensure consistency.
 - 4.3.2 CAE plans to continue primarily using English faculty and selected graduate students as scorers.
 - 4.3.3 At a future training session during this MOA period, CAE agrees to consider representatives from Missouri Consortium institutions, who meet CAE's eligibility qualifications for scorers, to be involved in scoring of tasks.
 - 4.3.3.1 Individuals chosen to participate by CAE from Missouri Consortium institutions will be treated similarly to non-Missouri Consortium scorers concerning reimbursement and/or compensation offered. It is understood that currently scorers used by CAE are not reimbursed for travel expenses. The Missouri Consortium will assume travel expenses for a limited number of scorers if additional funding to subsidize this effort is not secured.
 - 4.3.3.2 Each representative/faculty member chosen by CAE shall sign a confidentiality agreement provided by CAE, which will protect CAE's intellectual property and ensure the security of test content.

- 4.4 CAE agrees to provide the following information regarding logistical issues within five (5) business days of execution of this MOA:
 - 4.4.1 Assembling the sample
 - 4.4.2 Recruiting students
 - 4.4.3 Proctoring the testing sessions
 - 4.4.4 Providing computer configuration requirements to students
 - 4.4.5 Scheduling the sessions
 - 4.4.6 Providing registrar data to CAE
 - 4.4.7 Providing IPEDS data to CAE

5. CLA TASK ITEMS

The CLA tests taken by students of Missouri Consortium institutions will include both the Critical Thinking Tasks and the Analytical Reasoning Tasks.

6. DEMOGRAPHIC/BACKGROUND DATA

- 6.1 CAE and the Missouri Consortium agree that the length of the background survey should be as short as possible while providing the necessary information.
- 6.2 The CAE background survey will include a student identifier (dummy).
- 6.3 The CAE background survey will include questions designed to elicit the following student information:
 - 6.3.1 Computer familiarity
 - 6.3.2 Full-time or part-time student
 - 6.3.3 Primary language
 - 6.3.4 Additional post-secondary institutions attended
 - 6.3.5 Field of study
 - 6.3.6 Year of birth
 - 6.3.7 Gender
 - 6.3.8 Race/ethnicity
- 6.4 The institutions within the Missouri Consortium agree to provide the following data that CAE will link to individual student results:
 - 6.4.1 SAT, ACT, or equivalent scores
 - 6.4.2 Credit hours completed
 - 6.4.3 Year graduated from high school
 - 6.4.4 College GPA
 - 6.4.5 High school GPA
 - 6.4.6 Type of degree pursued
 - 6.4.7 Placement exam scores (if available)

7. CONSENT FORMS

- 7.1 Missouri Consortium institutions that are recruiting student volunteers to complete the CLA will use the consent form tailored for this purpose (see Attachment A).
- 7.2 Missouri Consortium institutions that are embedding CLA administration in a class or activity that requires student completion of the CLA will use the consent form that reflects this requirement (see Attachment B).
- 7.3 If a single Missouri Consortium institution uses both methods (i.e. recruiting some students and requiring other students to complete the CLA), then the institution shall provide the appropriate consent form to each category of student.

8. COMPUTER BACK-UP SYSTEM

- 8.1 CAE will frequently encourage students via prompts to save their data during testing.
- 8.2 CAE shall make student testing time adjustments for network delays, interruptions, power failures, and/or other unforeseen events.
- 8.3 CAE will explore how to develop a back-up system that will capture data in the event of network delays, interruptions, and/or other unforeseen events.

9. RESPONSIBILITIES OF MISSOURI CONSORTIUM INSTITUTIONS

- 9.1 Missouri Consortium institutions agree to participate in developing CAE's national database of CLA results.
- 9.2 Missouri Consortium institutions agree to sample students for Fall 2004 (entering students) and Spring 2005 (exiting students, assuming that external funding is secured to subsidize spring testing) for administration of the CLA.
 - 9.2.1 Institutions will overdraw samples to increase the likelihood of having a minimum of 100 students for each testing period (i.e., Fall 2004 and Spring 2005). In both the Fall 2004 and Spring 2005 sessions, testing will be available for a maximum of 110 students from each institution. CAE agrees to consider requests by Missouri Consortium members to test more than 110 students. CAE will determine if there is sufficient justification and the necessary resources to open testing to a larger group of entering and/or exiting students.
 - 9.2.2. Very small institutions may have a fewer number of students in their sample. In all cases, institutions will have at least 50 students complete the CLA instrument during each testing period.
 - 9.2.3 Three Missouri institutions that are members of the Consortium will not participate in testing using the CLA instrument during the 2004-2005 academic year.
 - 9.2.4 Individual Missouri Consortium institutions agree to report their individual sampling methods to CAE (i.e. whether the sample is representative of the campus and any relevant qualifications or a representative sample of the institution's students). (See also Section 1.3.)
- 9.3 Missouri Consortium institutions shall provide computer access to student test takers and shall provide examination proctors. (See also Section 4.4.)
 - 9.3.1 With guidance from CAE, Missouri Consortium institutions will ensure that testing facilities are adequate to complete the CLA.
 - 9.3.2 With guidance from CAE, Missouri Consortium institutions will train and supervise examination proctors.

- 9.4 Missouri Consortium institutions will link background data provided by each institution to individual student results. (For specific data, see Section 6.4; see also Section 2.1.)
- 9.5 Missouri Consortium institutions and their members will provide support from their senior leadership teams to promote the success of this assessment process.
 - 9.5.1 Missouri Consortium institutions will promote the benefits of the CLA assessment process to both faculty and administrators.
 - 9.5.2 Missouri Consortium institutions will ensure effective communication of testing processes, student results, and appropriate data interpretation to campus members and other constituents.
 - 9.5.3 Missouri Consortium institutions will ensure that appropriate motivational techniques are used to generate the needed sample size of student test takers.
 - 9.5.4 Missouri Consortium institutions will encourage faculty and administrator participation in web conferences hosted by CAE.
- 9.6 Missouri Consortium institutions will encourage student test takers to read, understand, and sign the CAE consent form if they agree to its terms.
- 9.7 Missouri Consortium institutions will provide appropriate follow-up communication and/or services to student test takers.
- 9.8 Missouri Consortium institutions agree to conduct CLA testing during the designated time windows for the Fall 2004 (August 28 to October 17, 2004) and Spring 2005 (dates to be determined) semesters. Fall testing will be delayed in the event this MOA has not been executed.
- 9.9 Payment schedule
 - 9.9.1 If external funding is received to continue CLA testing during the Spring 2005 semester, the Missouri Consortium agrees to pay its matching funds to CAE based on the following payment schedule and the fulfilled terms of this MOA:
 - 9.9.1.1 \$25,000 will be paid within five (5) business days of the execution of this MOA, at which time testing may begin.
 - 9.9.1.2 \$15,000 will be paid by January 31, 2005.
 - 9.9.1.3 The balance due as invoiced by CAE, including the remaining \$10,000 of the consortium's original matching funds, will be paid by July 31, 2005.
 - 9.9.1.4 CAE and the Missouri Consortium will seek funding from external sources to cover the additional required for Spring 2005 testing. It is understood that individual consortium institutions will not be required to pay the balance due for Spring 2005 testing.
 - 9.9.1.5 Awards from external funding agencies will stipulate the distribution of funds to cover costs associated with Spring 2005 testing.

- 9.9.2 If external funding is *not* committed by external sources to continue CLA testing during the Spring 2005 semester, the Missouri Consortium agrees to pay CAE a total amount of \$50,000 based on the following payment schedule and the fulfilled terms of this MOA to complete fall testing and deliver results:
- 9.9.2.1 \$25,000 will be paid within five (5) business days of the execution of this MOA.
 - 9.9.2.2 \$15,000 will be paid by January 31, 2005,
 - 9.9.2.3 It is understood that if insufficient external funding, as defined by the gap analysis developed by CAE and the Missouri Consortium, is not committed by February 15, 2005, that CAE and Missouri Consortium institutions will have no further obligations under this MOA, and the final payment of \$10,000 will be paid to CAE by March 1, 2005
- 9.9.3 The parties to this MOA understand and agree that the Missouri Department of Higher Education shall have no obligation to pay any amounts or provide any funding pursuant to this MOA.

10. TIME ISSUES

- 10.1. Missouri Consortium institutions that test in the 2004-2005 academic year will draw adequate institutional samples for the Fall 2004 test no later than September 15, 2004. An adequate institutional sample for the Spring 2005 test will be drawn no later than February 15, 2005, assuming external funding is secured to subsidize spring testing. (See also Section 1.2.2.)
- 10.2 CAE shall permit the CLA to be administered in multiple sessions (i.e. 2 sessions @ 90 minutes each for the Fall 2004 semester). CAE will also continue to explore shorter testing sessions for the Spring 2005 testing cycle. To this end, RAND will make the necessary adjustments to administering the CLA in multiple sessions as possible.
- 10.3. The testing window for Fall 2004 shall be August 28, 2004 through October 15, 2004, but it is understood that this will be delayed if this agreement has not been executed. CAE and the Missouri Consortium are committed to raising external funds to subsidize testing in Spring 2005 and beyond. The Spring 2005 testing window will be established within two weeks after funding is secured. (See also Section 9.8.)
- 10.4. CAE shall provide reports according to the following schedule:
- 10.4.1 Report of Fall 2004 results due January 31, 2005.
 - 10.4.2 Report of Spring 2005 results due July 31, 2005.
 - 10.4.3 See also Sections 2.1 and 3.1.
- 10.5 In a timely manner, CAE shall assist in the writing of a concept paper that may be used to secure additional funding from appropriate foundations.
- 10.6 Additional time-sensitive issues are discussed throughout this MOA.

11. RELEASE OF INFORMATION

CAE shall provide the Missouri Consortium and its member institutions with explicit permission to communicate general and institutional information related to their participation in CLA testing via the Internet or other appropriate methods.

12. COMMITMENT TO RAISE EXTERNAL FUNDS

- 12.1 The Missouri Consortium and CAE will work together to seek additional funding to complete CLA testing during the 2004-05 academic year and continue testing into subsequent years.
- 12.2 A gap analysis will be immediately conducted to determine the additional costs and total costs to complete CLA testing during the 2004-05 academic year.
 - 12.2.1 Both the Missouri Consortium and CAE will estimate their respective in-kind contributions toward the CLA's administration in Missouri Consortium institutions.
 - 12.2.2 The Missouri Consortium's financial contribution of \$50,000 and CAE's cash contribution will be subtracted from the total project costs to determine the gap in funds needed to complete the first cycle of testing.
- 12.3 The Missouri Consortium and CAE will solicit appropriate external funding sources for the funds needed to complete CLA administration during the 2004-05 academic year, as determined by the gap analysis.

13. DEFINITION OF MISSOURI CONSORTIUM AND ITS OBLIGATIONS

- 13.1 The Missouri Consortium for Measuring Value-Added Student Learning is defined as the 32 institutions that are named in Attachment C, although only 29 of these institutions will be administering the CLA during the 2004-05 academic year.
 - 13.1.1 The University of Missouri-Columbia, Southwest Missouri State University, and University of Phoenix will not conduct CLA testing during the 2004-05 academic year.
 - 13.1.2 The terms of this MOA are only binding upon those 30 institutions that will conduct CLA testing during the 2004-05 academic year.
- 13.2 The representatives of this Consortium who have signed this MOA are authorized to represent the other members of the Consortium.
- 13.3 Missouri Consortium members have designated Missouri Western State College as the fiscal agent for the consortium. As fiscal agent, Missouri Western State College is authorized to issue funds to CAE according to the terms of this MOA and will do so.
- 13.4 Each institution in the Missouri Consortium shall designate one (1) representative with whom CAE shall have contact in fulfilling its obligations under this MOA.

14. APPLICABLE LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of New York, United States of America, without regard to its principles for conflicts of law, as if it were an Agreement executed and performed within that jurisdiction.

15. NO PARTNERSHIP OR UNAUTHORIZED AGENCY

CAE is an independent contractor and is engaged in its own business. Nothing herein shall be deemed or construed to create a partnership or joint venture between or among the parties hereto. Except as specifically provided herein or as authorized in writing by the Missouri Consortium from time to time, CAE shall have no authority to act for or represent the Missouri Consortium or to otherwise hold itself out as an agent of the Missouri Consortium.

16. ASSIGNMENT; SUCCESSORS

This Agreement may not be assigned, in whole or in part, by either party without the prior written consent of the other party. Subject to the foregoing, this Agreement shall inure to the benefit of the parties' successors and their permitted assigns.

17. AMENDMENTS; WAIVERS

This Agreement may be modified only by a written amendment signed by a representative of each party who is authorized to sign contractual or financial changes, and no waiver of any provision hereof shall be effective unless expressed in writing signed by the party permitting the waiver.

18. COUNTERPARTS; HEADINGS; EXHIBITS

This Agreement may be executed in several counterparts, each one of which shall constitute an original, and all collectively shall constitute but one instrument. The headings of the sections hereof are included for convenience of reference only and do not form part of this Agreement. The Exhibits referred to in this Agreement are incorporated by reference, and shall have the same meaning, force and effect as if set forth in full in the Agreement; provided, however, that in the event of any inconsistency between the terms of this Agreement and any Exhibit, the terms of this Agreement shall control.

19. SEVERABILITY

Any provisions of this Agreement which may be determined by competent authority to be prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions hereof, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction.

20. ENTIRE AGREEMENT

This Agreement contains the complete agreement of the parties with respect to the subject matter hereof and supersedes and replaces any prior oral or written agreements, proposals, commitments, understandings, or communications with respect thereto by the parties.

ATTACHMENT A—REQUIRED PARTICIPATION
[cla]
COLLEGIATE LEARNING ASSESSMENT
INFORMED CONSENT TO RELEASE INFORMATION TO CAE

We request your consent to release information to CAE for a national assessment of collegiate student learning.

PURPOSE OF THIS ASSESSMENT: This assessment project is being conducted by the RAND Corporation, a nonprofit research organization, and the Council for Aid to Education (CAE), a nonprofit subsidiary of the RAND Corporation, in cooperation with your institution. The goal of this assessment project is to understand how your college or university has contributed to your skill development or will contribute to your skill development in the future.

HOW YOU WERE SELECTED TO PARTICIPATE: Your college or university identified a representative sample of students to participate in this assessment project. Your participation is very important to the validity of the results, and it will help to ensure the adequate representation of students at your campus when this study is completed.

WHAT YOU ARE BEING ASKED TO DO: Through your participation in this assessment project, you will:
 Complete one or more testing instruments that will require written responses (such as short answers or essays).
 Complete a questionnaire about your experience completing these testing instruments and about your experiences in college.
 Permit the release of your college admissions test scores (SAT and/or ACT), placement exam scores, GPA, and credit hours completed to the RAND/CAE researchers.

Your participation in this assessment project will take approximately three hours, which may be divided over two 90-minute sessions.

RISKS OF PARTICIPATION: The results of your CLA will be released to your institution for research and diagnostic purposes only. Your institution will not use your individual data publicly nor will you be identified as an individual student. The results of your CLA will be treated in a professional and confidential manner, thereby increasing your protection from any type of embarrassment or negative damage to your reputation.

BENEFITS OF PARTICIPATION: The benefits which may reasonably be expected to result from this assessment project are the opportunity to receive an individual assessment of your demonstrated ability in critical thinking, analytical reasoning, and written communication. You will be able to access your score (and a range for comparison to other students' scores) anonymously via a project website; if you wish to be notified when your score is available, please include an e-mail address below. You will not be paid for your participation.

CONFIDENTIALITY OF INFORMATION: The results of your assessment will be released to your current institution and will be used for research and diagnostic purposes only. Both RAND/CAE and your institution will protect the confidentiality of this information and will not disclose your identity or information that identifies you to anyone outside of this project, except as required by law. Your individual privacy will be maintained in all published and written data resulting from the analyses associated with this assessment project.

STUDENT PARTICIPATION: If an activity (class, orientation session, etc.) you are enrolled in is selected to participate in this assessment project, your institution may require you to complete this test as part of a course or institutional assessment requirement. Your participation in this project is supporting the goals of your institution and the Missouri Consortium for Measuring Value-Added Student Learning, as both of these organizations work to improve teaching and learning in the college classroom. While your institution is requiring you to participate in this assessment project, the choice to release your records to RAND/CAE is voluntary. In addition, you will not receive a grade or be penalized in any way based on the *outcomes* of your testing (i.e. how well you perform on the CLA)

WHOM TO CONTACT: If you have any questions about this project, please contact the principal investigator: Roger Benjamin, RAND Corporation's Council for Aid to Education, 215 Lexington Avenue, 21st Floor, New York, NY 10016-6023, or by phone at (212) 661-5800. If you have any questions or concerns about your rights as a research subject, please contact-- anonymously, if you wish -- the Human Subjects Protection Committee at the RAND Corporation, 1700 Main Street, Santa Monica, CA 90407, or by phone at (310) 393-0411, extension 6369. You may call collect.

CONSENT TO RELEASE INFORMATION: I have read this statement, and I understand what it says. I agree to participate in this assessment project under the conditions outlined above. I also acknowledge that I have received a copy of this form. I hereby voluntarily consent to allow my college admission test scores (SAT and/or ACT), placement exam scores, GPA, and credit hours completed to be released to the RAND/CAE researchers.

Signature	Date	
First Name (PLEASE PRINT CLEARLY)	Middle Initial	Last Name
Social Security Number	Student ID Number	E-mail Address (Optional)

ATTACHMENT B—VOLUNTARY PARTICIPATION

[cla]

COLLEGIATE LEARNING ASSESSMENT INFORMED CONSENT TO PARTICIPATE

We request your consent to participate in a national assessment of collegiate student learning.

PURPOSE OF THIS ASSESSMENT: This assessment project is being conducted by the RAND Corporation, a nonprofit research organization, and the Council for Aid to Education (CAE), a nonprofit subsidiary of the RAND Corporation, in cooperation with your institution. The goal of this assessment project is to understand how your college or university has contributed to your skill development or will contribute to your skill development in the future.

HOW YOU WERE SELECTED TO PARTICIPATE: Your college or university identified a representative sample of students to participate in this assessment project. Your participation is very important to the validity of the results, and it will help to ensure the adequate representation of students at your campus when this study is completed.

WHAT YOU ARE BEING ASKED TO DO: Through your participation in this assessment project, you will:

Complete one or more testing instruments that will require written responses (such as short answers or essays).

Complete a questionnaire about your experience completing these testing instruments and about your experiences in college.

Permit the release of your college admissions test scores (SAT and/or ACT), placement exam scores, GPA, and credit hours completed to the RAND/CAE researchers.

Your participation in this assessment project will take approximately three hours, which may be divided over two 90-minute sessions.

RISKS OF PARTICIPATION: The results of your CLA will be released to your institution for research and diagnostic purposes only. Your institution will not use your individual data publicly nor will you be identified as an individual student. The results of your CLA will be treated in a professional and confidential manner, thereby increasing your protection from any type of embarrassment or negative damage to your reputation.

BENEFITS OF PARTICIPATION: The benefits which may reasonably be expected to result from this assessment project are the opportunity to receive an individual assessment of your demonstrated ability in critical thinking, analytical reasoning, and written communication. You will be able to access your score (and a range for comparison to other students' scores) anonymously via a project website; if you wish to be notified when your score is available, please include an e-mail address below. You will not be paid for your participation.

CONFIDENTIALITY OF INFORMATION: The results of your assessment will be released to your current institution and will be used for research and diagnostic purposes only. Both RAND/CAE and your institution will protect the confidentiality of this information and will not disclose your identity or information that identifies you to anyone outside of this project, except as required by law. Your individual privacy will be maintained in all published and written data resulting from the analyses associated with this assessment project.

STUDENT PARTICIPATION: You have been selected to represent your institution in RAND/CAE's national assessment project. Your participation in this project is supporting the goals of your institution and the Missouri Consortium for Measuring Value-Added Student Learning, as both of these organizations work to improve teaching and learning in the college classroom. Your participation in this project is completely voluntary. You may refuse to participate, or you may stop participating at any time and for any reason. We may also discontinue your participation or stop the project at any time if circumstances warrant. In addition, you will not receive a grade or be penalized in any way based on the *outcomes* of your testing (i.e. how well you perform on the CLA)

WHOM TO CONTACT: If you have any questions about this project, please contact the principal investigator: Roger Benjamin, RAND Corporation's Council for Aid to Education, 215 Lexington Avenue, 21st Floor, New York, NY 10016-6023, or by phone at (212) 661-5800. If you have any questions or concerns about your rights as a research subject, please contact -- anonymously, if you wish -- the Human Subjects Protection Committee at the RAND Corporation, 1700 Main Street, Santa Monica, CA 90407, or by phone at (310) 393-0411, extension 6369. You may call collect.

CONSENT TO RELEASE INFORMATION: I have read this statement, and I understand what it says. I agree to participate in this assessment project under the conditions outlined above. I also acknowledge that I have received a copy of this form. I hereby voluntarily consent to allow my college admission test scores (SAT and/or ACT), placement exam scores, GPA, and credit hours completed to be released to the RAND/CAE researchers.

Signature		Date
First Name (PLEASE PRINT CLEARLY)	Middle Initial	Last Name
Social Security Number	Student ID Number	E-mail Address (Optional)

ATTACHMENT C

MISSOURI CONSORTIUM FOR MEASURING VALUE ADDED STUDENT LEARNING

Public Two-Year Institutions

1. Crowder College (Neosho)
2. Jefferson College (Hillsboro)
3. Linn State Technical College (Linn)
4. Metropolitan Community Colleges (Kansas City area)
5. Mineral Area College (Park Hills)
6. Moberly Area Community College (Moberly)
7. Ozarks Technical Community College (Springfield)
8. Southwest Missouri State University – West Plains (West Plains)
9. St. Charles Community College (St. Peters)
10. State Fair Community College (Sedalia)

Public Four-Year Institutions

11. Central Missouri State University (Warrensburg)
12. Harris-Stowe State College (St. Louis)
13. Lincoln University (Jefferson City)
14. Missouri Southern State University (Joplin)
15. Missouri Western State College (St. Joseph)
16. Northwest Missouri State University (Maryville)
17. Southeast Missouri State University (Cape Girardeau)
18. Southwest Missouri State University (Springfield) (*will not test in fall*)
19. Truman State University (Kirksville)
20. University of Missouri – Columbia (Columbia) (*will not test in fall*)
21. University of Missouri – Kansas City (Kansas City)
22. University of Missouri – Rolla (Rolla)
23. University of Missouri – St. Louis (St. Louis)

Independent Institutions

24. Fontbonne University (St. Louis)
25. Hannibal-LaGrange College (Hannibal)
26. Lindenwood University (St. Charles)
27. Missouri Baptist University (St. Louis)
28. Park University (Parkville)
29. Webster University (St. Louis)
30. Westminster College (Fulton)
31. William Woods University (Fulton)

Proprietary

32. University of Phoenix (Kansas City) (*will not test in fall*)

Missouri Department of Higher Education

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on the Missouri Pre K-16 Activities and Efforts
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

Across the nation, states are involved in the design of Pre K-16 initiatives. By coordinating and collaborating agendas across educational sectors, states are increasing their success in raising standards, improving student success, eliminating unnecessary duplication, and reducing the need for remediation of recent high school graduates. The intent of this board item is to provide an update on Missouri's Pre K-16 work.

Background

Prior to December 1997, Pre K-16 activity in Missouri was primarily driven separately by various state agencies and educational institutions with minimal attempts at coordination within and across sectors and often with state visibility of limited duration. December 1997 marked the beginning of a more formal approach to Pre K-16 work in Missouri. At that time, the State Board of Education, the Coordinating Board for Higher Education, and the University of Missouri Board of Curators jointly issued a statement to design and implement a coordinated educational system that would result in:

- Quality performance standards for all students,
- Public awareness of the importance of student performance,
- Enhanced student performance at all levels, based on preparation and ability,
- Curricular alignment throughout the educational system in major disciplines,
- Full articulation within and across Pre K-12 and postsecondary education, and
- Less need for remediation.

In the years that have ensued, Missouri has involved key business, education, and political leaders in panels and task forces dedicated to study of Pre K-16 issues, e.g., Task Force on Mathematics in Missouri, Task Force on the Achievement Gap Elimination, Business Education Roundtable, Task Force on High School Reform, Commission on the Future of Higher Education, and the Missouri Training and Employment Council's work on the Missouri State of the Workforce Report 2004. Each of these groups has studied Pre K-16 opportunities and challenges in extensive detail and has issued a report that includes key recommendations sent to the governor, to the respective Pre K-16 sponsors, and to the Missouri public.

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Common to most of these reports are the following conclusions:

- Education is an investment in the future both for the individual and for the state;
- There is extensive interdependence among the early childhood, K-12, and higher education sectors that should be considered when designing new initiatives;
- While there are many positive results occurring in Missouri's educational sectors, there is a sense of urgency that Missouri should accelerate improvements in educational performance to stay competitive locally, nationally, and globally;
- The skills and knowledge necessary for beyond high school options, whether in work or in formal education, have converged suggesting a need to have all students complete a rigorous high school curriculum;
- Achievement gaps in Missouri are large, measurable, and are not shrinking;
- Teacher quality is a major factor affecting student performance;
- An integrated data base will serve to inform public policy discussion and to track effectiveness of particular initiatives; and
- Despite limited resources, incentives should be identified to promote desired results.

Recently, representatives from DHE, COPHE, and MCCA met with Dr. Kent King, Commissioner of Education, and Mr. Kelvin Simmons, Director of the Department of Economic Development, to discuss Missouri's previous efforts at Pre K-16 work and to explore future directions. Participants were in general agreement that Missouri has studied Pre K-16 issues extensively and does not need an additional task force or panel for further study. Rather, Missouri's challenge is to identify a few key priorities, focus on implementation challenges, design systematic and regular evaluation systems, and ensure sustainability of desired results. There was also general agreement that the following three strategic areas would constitute a common agenda for a renewed Pre K-16 partnership in Missouri: expanding early awareness of the requirements for beyond high school success, increasing readiness for postsecondary education and work by enhancing the participation in and rigor of the high school core curriculum, and improving teacher quality through improved preparation and professional development.

Conclusions

The need for further study of Pre K-16 issues in Missouri has passed. Using previous reports and recommendations, Missouri is well positioned to prioritize its Pre K-16 agenda and focus on implementation strategies. There is not one ideal structure used by states in support of Pre K-16 work. The use of an intentional structure, however, at both state and local levels to maintain a focused agenda, assign responsibility for action, and ensure effective follow-up using agreed-upon indicators to measure success is needed.

STATUTORY REFERENCE

Section 167.223, RSMo, High School Offerings of Postsecondary Course Options

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Section 173.005.2(4), RSMo, Admission Guidelines
Section 173.005.2(6), RSMo, Transfer of Students
Section 173.005.2(7), RSMo, Data Collection
Section 173.020(2), RSMo, Identification of Higher Education Needs

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT (S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Report on Institutional Planning and Review Meetings
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

At the June 2004 meeting of the Presidential Advisory Committee, MDHE staff, CBHE members and leaders of higher education institutions discussed the value of reinstating institutional performance review and planning meetings for public institutions. The discussion resulted in a commitment to hold meetings with all public institutions, using a revised structure based on PAC feedback. The intent of this board item is to provide an update on the institutional planning and review meetings completed during summer 2004.

Background

For several years through 2001, MDHE staff annually held meetings with institutional representatives during the summer months. MDHE staff and institutional representatives used these meetings to discuss issues relating to institutional strategic planning, review of performance measures and results, mission enhancement funding, and institutional budget proposals.

Feedback from presidents and chancellors during the June 2004 Presidential Advisory Committee meeting recommended design features for future meetings that would:

- Emphasize processes as well as results
- Use strategic plans of institutions as a base for discussion
- Focus only on high priority issues
- Use a mutually-agreed upon agenda

During August and September 2004, meetings were held with all public institutions. The agenda for these meetings was structured to provide an informal opportunity for institutional and MDHE staff to achieve greater understanding and appreciation of the interdependence of both state and institutional priority goals and their mutual reinforcement. Major goals for these meetings included the following:

- Enhancing mutual understanding of institutional and statewide priorities, processes, and performance
- Encouraging greater collaboration in developing and achieving common goals; and
- Reviewing and strengthening evidence about the impact of investments in higher education that fosters more effective legislative and budget initiatives.

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Separate meetings were held with each public four-year institution and Linn State Technical College. The meeting with the leaders of the community colleges focused on system performance and planning, rather than on particular initiatives of individual schools. From the perspective of MDHE these summer meetings were very successful.

The focus of review and planning during these meetings included the three key result areas to which the CBHE and the MDHE are committed: participation, preparation and performance excellence. MDHE staff and institution officials discussed the performance and statistical profile of each institution, especially as related to these key result areas. These reviews of each profile identified a number of issues that will likely be a focus of future annual meetings with institutions, and will inform CBHE and MDHE policy efforts over the coming year.

In the area of increasing successful participation, many of the meetings included a discussion of institution financial aid and success in recruiting Pell-eligible students, strategies for increasing freshman retention and six-year graduation rates and enhancing transfer and articulation between two- and four-year institutions. A significant portion of many of these meetings was devoted to consideration of increased state grant programs for need-based financial aid as a tool for increased participation.

Another major concern discussed was the impact of developmental or remedial coursework on successful participation. In addition to the work of public two-year institutions in developmental education, a number of public four-year institutions also offer significant remedial coursework. In most cases, at least 50% of those taking such coursework did not complete a degree and often dropped out of college. Some institutions are working to enhance the effectiveness of intervention programs to help close the participation gap. The MDHE staff should help expand knowledge about successful efforts to accomplish this goal.

Another topic discussed focused on the interest in Missouri to re-establish a viable Pre K -16 partnership with an emphasis on improved preparation for beyond high school options in both work and continued formal education. The interdependence between Pre K -12 and higher education focuses attention on the quality of Missouri's teaching workforce. Some schools have made marked improvements in achieving high levels of Praxis examination performance, even in the absence of higher scores on entry-level examinations such as the ACT. Other schools have had limited success in this area. Many schools have focused on expanding the number of students taking a rigorous high-school core curriculum, including strategies for expanding the number of schools able to offer the core curriculum. Also, several institutions have initiated efforts to expand early awareness and outreach to K-12 students to enhance preparation for higher education.

A number of institutions have undertaken strategies in the third key result area, performance excellence. Most institutions engage in some regular form of strategic planning. Many of the processes described impressed MDHE staff, but a challenge remains how best to evaluate the rigor of each effort. Several more institutions have undertaken quality-based initiatives through the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission, which allows the use of quality criteria for planning in lieu of the existing accreditation process. MDHE staff is exploring the development of a potential surrogate measure for the impact of performance improvement efforts.

During each meeting, time was spent discussing budget issues including appropriations, expenditures, challenges of balancing budgets with reduced resources, and requests for the FY 06 budget. Institutions were provided with information about previous spending patterns and tuition charges within the context of averages for all Missouri institutions within and across public sectors. Reference to the percent of total E&G expenditures dedicated to instruction was also emphasized. Performance in this area was very encouraging. Almost every four-year institution was able to increase funding for instruction over the period from 2000-2004, despite the funding reductions during that time. DHE staff was especially interested in intentional strategies by schools to increase this percentage.

During these meetings, the need for additional resources to achieve priority state goals for higher education was acknowledged. MDHE staff discussed its commitment to design an effective communication and funding strategy for FY 06 that will result in increased funds for all institutions. In this context, MDHE staff shared its initial thoughts on developing a unified higher education budget that would emphasize the following three components:

- Resource priorities and investment protection funding – providing state support for uncontrollable costs institutions have incurred over the last several years, such as healthcare premiums and benefits for employees, as well as support for maintenance and repair funding required to project the value of the state's previous investments in higher education;
- Expansion of need-based financial aid; and
- Performance excellence funding that supports institutional contributions to state priorities.

Conclusions

From the perspective of MDHE staff, the time dedicated to summer institutional review and planning meetings with public institutions was well worth the effort. The discussion of both institutional and state goals and the review of strategic plans and performance data served to increase understanding of particular challenges and opportunities for public higher education in Missouri.

As mentioned during these meetings, the MDHE focus for FY 2005 will continue to emphasize implementation challenges; the identification and execution of strategies to achieve goals in the result areas of preparation for beyond high school options, successful participation in postsecondary education, and performance excellence of institutions. In looking to the future several follow-up commitments are important including:

- Continued sharing throughout the year
- Meetings held in the field to understand better campus nuances
- Efforts to engage in conversations with the independent and proprietary sectors

STATUTORY REFERENCE

Section 173.020 RSMo, CBHE statutory responsibility to plan systematically for the state system of higher education

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Change in Admissions Selectivity for Harris-Stowe State College
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The Board of Regents of Harris-Stowe State College has made a strategic decision to change the institution's admissions category from "moderately selective" to "open-enrollment." The intent of this board item is to provide background information and rationale for this decision.

Background

Harris-Stowe State College traces its origin back to two 19th Century normal schools – the St. Louis Normal School and the Sumner Normal School. Admission to these two institutions was restricted to female high school graduates who ranked in the upper 10 percent of their graduating classes. Eventually these institutions evolved into Harris Teachers College and Stowe Teachers College, separately serving white and African American students respectively. Men began to be admitted to teacher education programs offered by these institutions in 1941. With the Supreme Court's historic Brown vs Board of Education decision, these two institutions were merged and became Harris-Stowe College. Sometime in the late 1960s Harris-Stowe became an "open-enrollment" institution. This designation was maintained until the early 1990s.

In 1992, Harris-Stowe sought approval to expand its mission. Notwithstanding its proud history of more than 100 years of service as a teacher education institution focused on elementary education, the institution faced problems of maintaining a critical mass of students and experienced administrative diseconomies of scale. In 1993, with approval by the Coordinating Board and the passage of Senate Bill 153, an expanded mission for Harris-Stowe was authorized to offer undergraduate degree programs with an emphasis on selected applied professional disciplines to meet the needs of the St. Louis metropolitan area. As a result of this change, new academic program areas in business administration, secondary education, and human services were targeted for development. During this same time period, Harris-Stowe declared a "moderately selective" admissions category and made a commitment to phase in higher admission requirements for entering students.

For the past 12 years, the board, faculty, administration, and staff of Harris-Stowe have worked collectively to implement an expanded mission by offering additional baccalaureate degrees in selected applied professions and to meet the standards set for a "moderately selective" institution. Throughout this time period, the college has experienced success in some areas while continuing to face challenges associated with the preparation level of entering students. At its June 2002 meeting, Coordinating

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Board members had an extensive discussion concerning Harris-Stowe's challenges in meeting the standards for a "moderately selective" institution and encouraged Harris-Stowe to reconsider its selectivity designation.

After extensive review, the college has determined that its "moderately selective" admissions requirements were having a detrimental effect on meeting the needs of a significant portion of adult learners interested in pursuing postsecondary education at the institution, thereby affecting the college's full-time enrollment and graduation rates. It is important to note that with this change in admissions requirements, Harris-Stowe State College will maintain its commitment to high academic standards and the achievement of academic excellence for all of its graduates. Harris-Stowe has also indicated that it will maintain as an admissions requirement the completion of the CBHE-approved core curriculum for recent high school graduates.

As part of its strategy for successful transition to an open-enrollment institution, the staff from Harris-Stowe is actively engaged in conversations with the two other public four-year "open-enrollment" institutions - Lincoln University and Missouri Western State College - to learn about successful strategies in working with under-prepared students. In addition, the following intervention programs, projects, and initiatives will be continued:

- Extensive academic support
- College preparatory academy for urban youth
- Supervision of academic programs and student progress
- Community outreach programs and collaborative initiatives
- Partnerships with local businesses, government, and educational institutions

Conclusions

The decision by Harris-Stowe's Board of Regents to change the institution's admissions requirements to an "open-enrollment" institution was the result of lengthy discussion and thoughtful deliberation. This change will enhance the college's ability to effectively serve its students and the community by providing an accessible and affordable higher education experience. The college should be commended for its sound management decision.

STATUTORY REFERENCE

Coordinating Board for Higher Education **Public Policies Affecting the Missouri Higher Education Delivery System**

Chapter II: Statewide Planning for Higher Education

C: Institutional Mission Review

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education commend the Board of Regents of Harris-Stowe State College for its decision to become an "open-enrollment"

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institution. It is further recommended that the Coordinating Board express its appreciation to Dr. Henry Givens for his leadership as president of Harris-Stowe State College and extend best wishes for a successful transition to an “open-enrollment” institution.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Institutional Eligibility to Participate in the Missouri
Student Financial Assistance Programs-Lebanon
Technology and Career Center
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The required application materials have been submitted by Lebanon Technology and Career Center requesting approval for institutional eligibility to participate in the Missouri Student Financial Assistance Programs that the Coordinating Board for Higher Education has the statutory responsibility to administer. These materials have been reviewed by the staff. Based on the staff review, the institution meets the statutory requirements to be approved as a public institution to participate in the state student financial assistance programs. As a result of being approved to participate in the state programs, students who plan to enroll at the institution will be able to submit applications beginning with the 2005-2006 academic year.

STATUTORY REFERENCE

Section 173.200, RSMo, Charles Gallagher Student Financial Assistance Program
Section 173.205(2)(3), RSMo, eligibility provisions for Missouri institutions to participate in the state student financial assistance programs
Section 173.236, RSMo, Vietnam Veteran's Survivors Scholarship Program
Section 173.250, RSMo, Missouri Higher Education Academic Scholarship Program ("Bright Fight")
Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant Program
Section 173.810, RSMo, Missouri College Guarantee Program

RECOMMENDED ACTION

It is recommended that Lebanon Technology and Career Center be approved as an eligible institution to participate in the state student financial assistance programs administered by the CBHE beginning with the 2005-2006 academic year.

ATTACHMENT(S)

None

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AGENDA ITEM SUMMARY

AGENDA ITEM

2004 Governor's Conference on Higher Education
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

"Missouri Higher Education: Building Quality, Opportunity, and Prosperity Together," is the theme for the 2004 Governor's Conference on Higher Education. Scheduled for Wednesday, December 1 at the Holiday Inn Select Executive Center in Columbia, Missouri, the conference agenda is designed to address key issues affecting higher education today.

During the general session, Jamie Merisotis, President of the Institute for Higher Education Policy will discuss the process of measuring the public benefits of higher education and the subsequent results. A champion of the idea that higher education reaps rich rewards for both society and individuals, he will share his ideas on improving access to higher education for low-income, minority, and other underrepresented populations.

Following the general session, conference attendees may choose from three concurrent sessions that focus on the key areas of preparation, participation, and performance excellence.

Preparing Students and Families for Higher Education - This session will feature a panel discussion on preparing students and families for the journey from pre-kindergarten through higher education. The panelists will focus on programs and strategies that have been designed and implemented to prepare students academically, socially, and financially for higher education. The panelists will also address the complex array of education issues confronting policymakers at the local, state, and national levels.

Increasing Participation Through Financial Access - Increasing participation in higher education requires that students and families have access to the requisite financial resources. These presenters will focus on policies and strategies that directly link the concepts of affordability and financial access. Presenters will discuss: (1) the national affordability picture and the best practices across the states; (2) status of the financial aid components of the pending legislation to reauthorize the Higher Education Act of 1965, with a focus on proposals involving need-based aid; and (3) goals, strategies, and results from the College Goal Sunday program.

Making a Commitment to Performance Excellence: The Power of Institutional Self-Assessment - This interactive session features facilitators who are knowledgeable with a variety of performance excellence improvement programs that utilize self-assessment as an important

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tool in the quest for excellence. The session will begin with a review of common activities of institutions self-assessment regardless of the particular tool or approach used. Participants will engage in identifying the barriers to and the benefits of undertaking institutional self-assessment. Small group facilitated discussions will provide participants with an opportunity to examine the value of particular self-assessment questions and to explore the best ways to retrieve information based on campus culture. The session will conclude with a discussion of ways to use institutional self-assessment data. Whether embarking upon self-assessment for the first time or revising past practices, participants will be challenged to identify next steps for making institutional self-assessment a powerful tool in continually achieving performance excellence.

The Governor's Award for Excellence in Teaching luncheon will be expanded this year to include an award for each sector that recognizes a best practice in the area of preparation, participation, or performance excellence.

Following the luncheon, a Higher Education Summit will be held. Conference attendees will have the opportunity to participate in facilitated discussions designed to help shape the higher education agenda for Missouri. Sessions will address key issues such as civic engagement, economic development, and partnering among institutions, as well as with K-12. An invitation has been extended to both gubernatorial candidates to participate and share his/her views regarding the future of higher education.

Originally, the 2004 Governor's Conference on Higher Education was scheduled for Thursday, December 9. Various logistical issues have made it necessary to change the date to December 1, 2004. As a result of the change, the Coordinating Board for Higher Education meeting will be changed in order to be held in conjunction with the conference. The CBHE meeting will be held on Thursday, December 2, 2004 at the Holiday Inn Executive Center in Columbia.

Conference and luncheon registration materials will be mailed in October.

STATUTORY REFERENCE

Section 178.800, RSMo

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education change its meeting scheduled for Thursday, December 9, 2004 to Thursday, December 2, 2004 in order for the CBHE meeting to be held in conjunction with the 2004 Governor's Conference on Higher Education.

ATTACHMENT

Conference Agenda

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October 14, 2004

**Governor's Conference on Higher Education
December 1, 2004**

**Missouri Higher Education: Building Quality,
Opportunity, and Prosperity Together**

**Location: Holiday Inn Select Executive Center
Columbia, Missouri**

AGENDA

- | | |
|---------------------------|---|
| 9:00 – 9:15 a.m. | Welcoming Remarks
Chair, Coordinating Board for Higher Education
Commissioner of Higher Education |
| 9:15 – 10:15 a.m. | General Session:
Measuring the Public Benefit of Higher Education |
| 10:15 – 10:30 a.m. | Break |
| 10:30 – 11:45 a.m. | Concurrent Sessions: <ul style="list-style-type: none">• Preparing Students and Families for Higher Education• Increasing Participation Through Financial Access• Making a Commitment to Performance Excellence: The Power of Institutional Self-Assessment |
| 12:00 – 2:00 p.m. | Governor's Award for Excellence in Teaching and Performance Excellence in Education Luncheon |
| 2:00 – 2:15 p.m. | Break |
| 2:15 – 4:30 p.m. | Setting the Agenda – Higher Education Summit |

INFORMATION ITEMS

Tab

- 1 Distribution of Community College Funds
- 2 Missouri Student Loan Program Update
- 3 Academic Program Actions
- 4 Improving Teacher Quality Grants
- 5 Revised Approach to the Review of Existing Academic Programs
- 6 Proprietary School Certification Actions and Reviews
- 7 Update on the Committee on Transfer and Articulation
- 8 Update on MDHE Performance Improvement Projects

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The process for making state aid payments to the community colleges in FY 2005 will be monthly. All FY 2005 state aid appropriations are subject to a three percent governor's reserve.

The payment schedule for July through September 2004 state aid distributions is summarized below. There have been no Maintenance and Repair disbursements to date in FY 2005.

State Aid (excluding M&R) – GR portion	\$ 20,106,669
State Aid – lottery portion	1,435,632
Workforce Preparation – GR portion	3,628,149
Workforce Preparation – lottery portion	323,097
Out-of-District Programs	285,177
Technical Education	4,958,715
Workforce Preparation for TANF Recipients	398,691
Maintenance and Repair	<u>0</u>
TOTAL	\$ 31,136,130

A payment for capital appropriations, pursuant to House Bill 20 (previously House Bill 16), was made in the amount of \$154,589 to St. Louis Community College.

In addition, pursuant to the request of the MCCA Presidents and Chancellors Council, DHE will distribute state aid funds to community colleges in accordance with their Funding Formula Recommendation (which was approved by CBHE on June 10, 2004), beginning with the January 2005 payments.

The total distribution of state higher education funds to community colleges during this period is \$31,290,719.

STATUTORY REFERENCE

Section 163.191, RSMo

Coordinating Board for Higher Education
October 14, 2004

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri Student Loan Program Update
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The Missouri Student Loan Program (MSLP) had another year of record volume year in state fiscal year (SFY) 2004. During SFY04 the loan program guaranteed over \$881 million in student loans including consolidations for over 95,000 borrowers, which represents an increase of 24% over SFY03. The MSLP's total loan volume has more than doubled (117% growth) from the SFY01 level of \$406 million. In addition, Stafford and PLUS loan guarantees in SFY04 exceeded \$630 million for over 85,000 borrowers, which represents an increase of 21% over SFY03. The MSLP's Stafford and PLUS guarantee volume has nearly doubled (98% growth) from the SFY99 level of \$318 million.

As reported during the June board meeting the conversion to our new servicer, American Student Assistance, was completed in April 2004. Since converting MSLP has guaranteed 122,252 loans totaling over \$606 million benefiting 68,014 students.

During this period of growth, the loan program has seen significant improvements in other key industry financial measures. First and foremost is the recently released 2002 cohort default rate of 4.5% for the loan program, which for the first time since 1996 was below the national average of 5.2%. The 4.5% rate for the MSLP is a 2% decline over the 2001 rate of 6.5%, which represents an improvement of 31%. The cohort default rate represents the number of borrowers who entered repayment on their student loans between October 1, 2001 and September 30, 2002 and defaulted on their loans between October 1, 2001 and September 30, 2003. The significant decline in the cohort default rate is in part a result of our default prevention grant program.

In addition, to guaranteeing student loans, the MSLP spends considerable time and effort trying to prevent borrowers from defaulting on their student loans. The program utilizes numerous methods to reduce student loan defaults including providing assistance to lenders when a loan becomes more than 60 days delinquent. In SFY04, the loan program provided default aversion assistance to nearly 46,000 borrowers and their lenders. Preventing defaults and collecting from defaulted borrowers is a critical part of ensuring the FFEL program costs are kept low so tomorrow's students can continue to take advantage of the student loan program.

The default prevention grant program, which was implemented by the DHE in 1999 at Missouri's historically black colleges and universities and expanded to all high cohort default rate institutions in Missouri in 2001, has been the cornerstone of Missouri's new default prevention activities. Each of the

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18 institutions participating in the program has successfully implemented a variety of default prevention strategies. Collectively these institutions have lowered their cohort default rates by 9%, and individually all institutions that are participating in the program have significantly lowered their cohort default rate.

As an agent of the US Department of Education, the MSLP insures private commercial banks against loss from defaulted and discharged student loans. Lenders are insured at 98% of the outstanding principal and interest at time of default for defaulted loans and 100 percent for loans discharged due to death, disability, closed school and bankruptcy. MSLP must review each claim filed by a lender to ensure the lender has complied with all federal laws and regulations throughout the life of the loan to that point. If the lender fails to comply with all federal and MSLP guidelines, the insurance claim will be denied and the lender loses the federal loan guarantee and must try to collect the loan. In SFY 04, the student loan program reviewed and paid over 9,700 claims. The MSLP is reinsured by the federal government at 95% on default claims and 100 percent on specialty claims. The loan program's default rates continue to improve as only 1.9% of the program's loans in repayment defaulted in federal fiscal year 2003 down from 2.8% in 2002.

In the federal fiscal year ended September 30, 2003, the MSLP and its contractors collected over \$66 million from defaulted borrowers on a defaulted loan inventory of \$207 million. While the majority of these collection revenues are the property of the US Secretary of Education, the MSLP retains from 18.5 to 23% (depending on the collection type) of these revenues to pay collection related expenses, which includes collection agency commissions and other collection related expenses as described in the Federal Loan Compliance appropriation authority request. The MSLP pays these collection commissions (actually called contingency fees) with the MDHE's Operating Fund share of collection revenues described in this request. In federal fiscal year 2003, the program collected 32% of its outstanding defaulted student loan portfolio. The MSLP has recently completed a restructuring of its collection agency contracts that has resulted in a significant reduction in collection commission rates.

STATUTORY REFERENCE

Sections 173.095 to 173.187, RSMo, Missouri Student Loan Program

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

All program actions that have occurred since the June 10, 2004 Coordinating Board meeting are reported in this information item.

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(7), 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Academic Program Actions

ACADEMIC PROGRAM ACTIONS

I. Programs Discontinued

Metropolitan Community Colleges

Current Program:

AAS, Office Management
C0, Administrative Support Assistant

Approved Change: Deletion of program/certificate

II. Programs and Options Placed on Inactive Status

Central Missouri State University

1. Current Program:

MS, Library Information Technology

Approved Change: Place MS, Library Information Technology, on inactive status

Program as Changed:

MS, Library Information Technology (Inactive)

2. Current Program:

MSE, Secondary Education
Business and Office
Curriculum and Instruction
School Administration

Approved Change: Place Business and Office option on inactive status

Program as Changed:

MSE, Secondary Education
Business and Office (Inactive)
Curriculum and Instruction
School Administration

Metropolitan Community Colleges

Current Programs:

AAS, Administrative Assistant
AAS, Information/Word Processing
C1, Administrative Support Specialist
C1, Office Management
C1, Information/Word Processing
C1, Clerical Science

Approved Change: Programs placed on inactive status

Program as Changed:

AAS, Administrative Assistant (Inactive)
AAS, Information/Word Processing (Inactive)
C1, Administrative Support Specialist (Inactive)
C1, Office Management (Inactive)
C1, Information/Word Processing (Inactive)
C1, Clerical Science (Inactive)

III. New Programs Not Approved

No actions of this type have been taken since the last board meeting.

IV. Approved Changes in Academic Programs

Central Missouri State University

Current Program:

BS, Sociology
Sociology (Major)
Sociology (Functional Major)

Approved Change: Delete Sociology (Functional Major)

Program as Changed:

BS, Sociology
Sociology (Major)

Linn State Technical College

Current Program:

AAS, Computer Programming

Approved Change: Add two options

Program as Changed:

AAS, Computer Programming
Web Design
Accounting

Metropolitan Community Colleges

Current Program:

AAS, Management with three options in
Accounting
Computer Science/Info Systems
Marketing & Retailing

Approved Change: Addition of options

Program as Changed:

AAS, Management with five options in
Accounting
Computer Science/Info Systems
Marketing & Retailing
Administrative Assistant
Office Management

Moberly Area Community College

1. Current Program:

AAS, Business Office with three options in
Medical
Legal
Executive

Approved Change: Deletion of options

Program as Changed:

AAS, Business Office

2. Current Program:

AAS, Computer Information Systems with four options in
Applications
Business
Networking
Programming

Approved Change: Deletion of options

Program as Changed:

AAS, Computer Information Systems

Southwest Missouri State University

1. Current Program:

BS, Electronic Arts with two options in
Audio
Video/Computer Animation

Approved Change: Add and rename options; change CIP Code

Program as Changed:

BS, Electronic Arts with four options in
Audio Studies
Computer Animation Studies
Multimedia Studies
Video Studies

2. Current Program:
BS, Accounting

Approved Change: Addition of 12-hour undergraduate certificate

Program as Changed:
BS, Accounting
CO, Internal Auditing
3. Current Program:
MACC, Accountancy

Approved Change: Addition of 12-hour graduate certificate

Program as Changed:
MACC, Accountancy
GRCT, Internal Auditing
4. Current Program:
None

Approved Change: Addition of 12-hour graduate certificate

Program as Changed:
GRCT, Technology Management

University of Missouri – Columbia

- Current Program:
MS, Informatics with two options
Bioinformatics
Health Informatics

Approved Change: Retitle graduate degree

Program as Changed:
MS, Health Informatics and Bioinformatics with two options
Bioinformatics
Health Informatics

University of Missouri – Rolla

1. Current Program:
MS, Engineering Management

Approved Change: Add 12-hour graduate certificate

Program as Changed:

MS, Engineering Management
GRCT, Project Management

2. Current Program:

GRCT, Engineering Management and Construction Engineering

Approved Change: Retitle graduate certificate

Program as Changed:

GRCT, Project Engineering and Construction Management

V. Received and Reviewed Changes in Programs (Independent Colleges and Universities)

No actions of this type have been taken since the last board meeting.

VI. Program Changes Requested and Not Approved

No actions of this type have been taken since the last board meeting.

VII. Programs Withdrawn

Lincoln University

AA

VIII. New Programs Approved

Crowder College

AAS, Veterinary Technology (Neosho)

Lincoln University

AAS, CIS/Accounting

AAS, CIS/Network Administration

Implementation for two years in order to meet local demand and to accommodate students who previously have been served by State Fair Community College with the following stipulations:

- No students may be admitted into these two new programs after the 2005-06 academic year.
- The cooperative agreement between Lincoln University and Linn State Technical College for students pursuing degrees in these areas will be implemented.
- Lincoln University will work with local partners, including Linn State Technical College, State Fair Community College, and local business leaders, to design a plan that provides increased access to new associate degrees in Jefferson City, that is responsive to the needs of Missouri's workforce, and that is delivered in a most cost-effective manner considering state subsidies, tuition and fees, and other related expenses to the individual student and state.

Moberly Area Community College
Associate of Arts (Columbia)

Southwest Missouri State University
BA, Art History (collaboration with Drury University)

Southwest Missouri State University – West Plains
AAS, Viticulture and C1, Viticulture
AAS, Enology and C1, Enology
(collaboration between SMSU-WP, SMSU's Springfield and Mountain Grove campuses, Shawnee Community College in Illinois, and Northeast Iowa Community College)

State Fair Community College
Associate of Arts, General Studies (Camdenton)
(Courses will be available through classroom, ITV, and online instruction)

University of Missouri – Columbia
Master of Occupational Therapy
Master of Social Work (Farmington TCRC at Mineral Area College)

University of Missouri – Rolla
BS, Interdisciplinary Engineering

University of Missouri – St. Louis
Bachelor of Liberal Studies

IX. New Programs Received and Reviewed (Independent Colleges and Universities)

Fontbonne University
MA, Education of the Diverse Learner

Lindenwood University
BA, Arts Management
BA, Middle School Education
BFA, Acting
BFA, Multimedia
BFA, Theatre-Directing
BFA, Theatre-Musical Theatre
BFA, Theatre-Technical Theatre/Design
BS, Fire Science Management
MFA, Writing
MA/MS, Business Specialty Areas (St. Charles, Westport, O'Fallon, and Wentzville campuses)

AGENDA ITEM SUMMARY

AGENDA ITEM

Improving Teacher Quality Grants
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

Each year the MDHE receives funds from the federal government to administer a competitive grants program for K-12/higher education partnerships dedicated to professional development for teachers in core academic subjects. When appropriate, administrators, paraprofessionals, and pre-service teachers are eligible to participate in these professional development activities. Last year funds were used to support professional development in science only for high-need middle and high schools. Cycle-3 funds will be more narrowly focused on grades 4-8 only and but will expand the content focus by including both science and mathematics. The intent of this board item is to provide information about the Cycle-3 *Improving Teacher Quality Grant* program and the appointment of an external evaluator.

Background

The MDHE *Improving Teacher Quality Grant* is funded under the No Child Left Behind (NCLB) Act of 2001 (Title II Part A of Public Law 107-110). The MDHE receives approximately \$1.2 million dollars annually from the U.S. Department of Education (USDE) to distribute to K-12/higher education partnerships. Funds are used to support teacher professional development activities for core academic subjects. Eligible partnerships must at least include the following three partners:

- Division of higher education that prepares teachers
- A higher education school, college, or department of arts and sciences
- High-need K-12 school district

Additional partnerships may also include other schools that may not be in high-need districts, private schools, charter public schools, non-profit organizations, the business community, and other organizations that help to advance the projects' goals. Working within guidelines required by the federal government, the department uses these funds to:

- Improve K-12 student academic achievement
- Increase school district and building accountability for improved academic achievement
- Increase teacher, principal, and paraprofessional quality
- Implement positive changes in higher education curriculum and requirements

Awards for Cycle-1 and Cycle-2 were made in February 2003 and 2004 respectively. Cycle-1 projects have been completed, and the final evaluation is underway. Cycle-2 projects are in process.

Coordinating Board for Higher Education
October 14, 2004

Each year, consideration is given to refinements for the RFP with a goal of improving the overall quality and impact of projects supported by these federal funds. MDHE staff is working closely with personnel from K-12, higher education, and the U.S. Department of Education to design the Cycle-3 RFP.

Several factors were considered in identifying content areas and grade levels for Cycle-3 projects. Industries targeted for economic growth, including advanced manufacturing, information technology and the life sciences, require a workforce that has proficient knowledge of mathematics and science. In addition, an increased number of entry-level jobs regardless of occupational classification require stronger foundations in these two academic disciplines. Consequently, the Cycle-3 RFP will continue to include science but has also been expanded to include mathematics. The grade levels targeted, however, will be restricted to grades four through eight, to focus on those years when Missouri students experience the most significant drop in both mathematics and science MAP scores. The sequential nature of mathematics and science concepts suggests that early intervention in grades four through eight should have positive consequences in secondary and postsecondary levels. In addition, the professional development projects funded will be expected to align with assessment and curriculum reforms initiated by DESE's grade-level expectations.

Project design features have also been revised with an intent to increase the involvement of K-12 school-district and building personnel in designing projects, to require that the needs of particular school buildings are primary drivers for proposed projects, and to ensure better alignment between project content and methods with district/building curriculum and classroom materials. The number and size of the awards will be flexible, dependent upon the quality of the proposal, the number of students served, the specific requirements of the proposed activities, and the cost-effectiveness of the proposed project. The Cycle-3 RFP will also provide an opportunity for larger and multi-year proposals, involving collaborations among multiple partners and/or spanning wide geographic areas.

Personnel at DESE have indicated their support for the proposed changes for Cycle-3. By distributing separate grant funds through Title II Part A to DESE and to higher education, the U.S. Department of Education promotes cross-communication across agencies and ensures that both agencies have authority for some funds to be used in support of teacher quality improvement. Unique features of the MDHE grant program include:

- Competitive funds requiring involvement of high-poverty school districts, colleges of education and departments of arts and sciences.
- Level of collaboration required of all eligible partners
- Good faith efforts to involve private schools
- Distribution of funds throughout the state rather than to one or two geographic areas
- Demonstration of impact on pre-service training programs
- Link of project content to particular materials used by school districts

The science and mathematics focus for Cycle-3 is designed to expand the number schools and teachers in grades four through eight that are impacted by funded projects, and to ensure school district

involvement in the design of projects. The RFP has been designed so that these goals can be achieved by enhancing projects currently receiving some funding through other sources and/or by the establishment of new projects.

Project Evaluation

As part of each cycle, an external evaluator is identified and supported by funds allocated to each grantee to systematically review the individual and collective impact of all funded proposals. Competition for the external evaluator award is administered by the Office of Administration. Dr. Sandra Abell, Professor of Science and Education and Director of the Southwestern Bell Science Education Center, was awarded the external evaluator contracts for both Cycle-1 and Cycle-2, and based on her successful performance and availability of funds, her contract as external evaluator was renewed for Cycle 3 to cover the period January 1, 2005 through November 30, 2006. Dr. Abell and her team of external evaluators have been involved in helping to design changes associated with evaluation requirements that will be included in the Cycle-3 RFP. Selection of an external evaluator for Cycle-4 will require a new competition administered by the Office of Administration.

Conclusions

The *Improving Teacher Quality Grant* program administered by the MDHE supports quality professional development of K-12 teachers. Cycle-3 revisions are targeted at improving the level of collaboration between K-12 and higher education in the design, implementation, and evaluation of funded projects. Appointment of an external evaluator prior to the release of the RFP for Cycle-3 is helping to ensure that the necessary elements for effective program evaluation are built into the design of the RFP. Providing opportunities for multi-year funding should increase continuity, depth, scope, and magnitude for achieving particular results.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive expend federal funds for educational programs

Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT (S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Revised Approach to the Review of Existing Academic Programs
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

In accordance with existing CBHE policy, public four-year institutions have been engaged in the regular review of existing academic programs for over 20 years. Consistent with performance excellence as one of the agency's three key result areas, MDHE is committed to fostering a set of processes that support this priority, including the review of existing academic programs. Currently, MDHE staff is working with institutional representatives to revise state guidelines for existing academic program review (E-APR), formerly known as campus-based review or CBR. While most of the discussion to date has focused on public four-year institutions, the public two-year sector has agreed to also explore with MDHE staff appropriate expectations and guidelines for their sector. The intent of this board item is to provide an update about the status of revisions to the state's requirements for E-APR.

Background

The original policy for the review of existing academic programs was first approved by the CBHE in 1983. In 1989 the policy was revised to emphasize the importance of linking reviews to institutional resource allocation decisions and assessment programs thereby acknowledging that reviews should involve both high-stakes decisions and a commitment to continuous improvement. A requirement for annual reporting was also established. The policy was again revised in 1992 and reaffirmed in 1996 by specifying key criteria that should be included in each review, e.g., evidence of addressing statewide needs, degree productivity, and student outcome measures. In addition to campus reviews, the board has periodically sponsored a number of statewide reviews focused on specific disciplines, e.g., biological sciences and computer sciences, though this approach has not been used in recent years.

Questions have been raised about the functionality and value of the state's approach to E-APR. For many institutions, the state's requirements for E-APR are perceived as simply an additional accountability burden with limited relationship to the everyday lives of students and faculty. In 2003, a State Auditor's report on higher education tuition levels called for E-APR to determine cost-effectiveness, to review whether the program meets a school's mission, and recommended that the MDHE should ensure E-APR is independently and objectively completed. In October 2003, state regulations associated with E-APR for the public four-year sector were postponed to provide MDHE staff an opportunity to work with institutional representatives in redesigning state expectations for E-APR in both substance and approach. MDHE staff also reiterated its interest in including public two-year institutions in a revised E-APR.

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In May 2004, Dr. William Massy, president of the Jackson Hole Higher Education Group, Inc., and author of *Honoring the Trust: Quality and Cost Containment in Higher Education*, facilitated a workshop on the academic audit approach to E-APR. Soon afterward, a working group of institutional representatives was formed to work with MDHE staff on developing a set of recommendations for revisions to E-APR. In July, this group began a dialogue about processes used by campuses to make high-stakes and continuous-improvement decisions and the related types of actions that occur as a result of E-APR.

Several campuses raised concerns about the intent of a revised set of state guidelines for E-APR and whether there would be significant flexibility for institutions. The presidents and chancellors of the public four-year institutions specifically requested that MDHE staff work with chief academic officers to establish agreed-upon objectives for a revision to E-APR. These objectives should then be used to inform future discussions of institutional representatives involved in the task group.

At a meeting on September 21, 2004, MDHE staff had an extensive discussion about the state's interest in E-APR with public four-year chief academic officers. Consensus among participants was that Missouri should avoid a "one size fits all" approach for state guidelines on E-APR and that the state should not engage in micro-management of institutions. It was also clarified that the academic programmatic data and information needed by DHE and CBHE should differ in content and depth from what is shared with the governing boards of each campus. Thus, any revised policy regarding E-APR would ideally focus on the institution as the unit of analysis instead of individual academic programs. It was acknowledged that the state does collect programmatic-level information for identified programs through other means and that when state needs, priorities and interests necessitate, DHE would administer an in-depth review of a single discipline across all institutions using an external campus process.

Participants also expressed general agreement for the following:

- Institutions and the state will benefit by DHE/CBHE better understanding the processes used by each campus for high stakes decisions, e.g., program consolidation, elimination, expansion, and resource allocation decisions, and for continuous improvement decisions, e.g., curriculum changes, delivery format changes, and assessment plans;
- State policy on E-APR should establish a framework for meaningful informed conversations between DHE/CBHE and institutions;
- The value of existing academic program review must be pervasive at all levels in order to yield improvement;
- A standardized format for reporting processes and types of results should be designed;
- Reports should align whenever possible with other external reports;
- In addition to written reports, further evidence that processes and resultant actions are actually being implemented should be gathered through systematic observation and exchange; and
- Public venues should be identified for sharing of best practices and challenges.

Institutional representatives and MDHE staff attended a work session on E-APR on September 22, 2004. Dr. William Massy also attended and helped facilitate the all-day meeting. Participants used the framework and parameters established by the chief academic officers to brainstorm a mechanism for institutions to report process and action-oriented information to DHE, a method and structure for follow-up conversations and questions, a list of implementation details, and appropriate venues to engage in institution-to-institution conversations. Participants also identified the following benefits that should accrue to institutions from a revised E-APR approach:

- Independent evaluation of E-APR campus processes,
- Constructive suggestions for addressing particularly difficult challenges,
- Use of the state's interest in E-APR to advance campus agendas, and
- Systematic array of positive E-APR examples for use with legislature, governor, and Missouri public.

Conclusions

Institutions are regularly engaged in high-stakes and continuous-improvement decisions. MDHE staff should continue to work with institutional representatives to ensure that any revisions to the state's guidelines and policies for E-APR continue to move away from a compliance model to one that supports sound process management for performance excellence and results in both continuous improvement and accountability for campus processes associated with E-APR. Any recommendations developed by the E-APR working group will be shared first with chief academic officers and then with sector organizations prior to being discussed by the Presidential Advisory Committee and presented to the CBHE for review and action.

STATUTORY REFERENCE

Section 173.005(7) CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state . . .

Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state . . .

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT (S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

All program actions that have occurred since the June 10, 2004 Coordinating Board meeting are reported in this information item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions and exemptions from the department's certification requirements.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education

Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

American Truck Training
Kansas City, Missouri

This authorizes the establishment of an instructional location in the state of Missouri for an existing for-profit school, with locations in Oklahoma and Iowa. The school will offer a four-week nondegree commercial driver training program. The school states its objectives as “development of safe and legal driving habits” and “preparation of student for the commercial driver license (CDL) skills test.” The school is not accredited.

Indian Hills Community College
Unionville, Missouri

This not-for-profit regionally accredited (Higher Learning Commission) institution based in Ottumwa, Iowa is approved to deliver degree creditable coursework in Unionville, Missouri. The Unionville site will be administered by the institutions extension campus in Centerville, Iowa. The coursework will not include the delivery of a complete degree program at this location. Students wishing to complete an Associate of Arts degree with the institution would need to attend one of the Iowa campuses.

L'Ecole Culinaire
St. Louis, Missouri

This institution is a branch campus of Vatterott College of Des Moines, Iowa, a for-profit private career school owned by Wellspring Capital Partners of New York, New York. Vatterott College is accredited by the Accrediting Commission of Career Schools and Colleges of Technology and operates 16 campuses in eight states. The St. Louis branch of this institution is approved to offer two associate degree and one nondegree program in the culinary arts.

University of Phoenix
Springfield, Missouri

This for-profit regionally accredited (Higher Learning Commission) higher education institution has been approved previously to operate campuses in the St. Louis and Kansas City areas. This is approval to establish a similar instructional site in Springfield for purposes of offering degree-level programs (Bachelor's and Master's) within that metropolitan area. As with all resident programs offered by the university, admission is generally restricted to working adults. Program areas will include business, health care, criminal justice, and computer information systems.

Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)

None

Applications Pending Approval (Authorization for Instructional Delivery)

Bosna Truck Driving School
St. Louis, Missouri

This for-profit school proposes to offer a single instructional program in truck driver training. The two week nondegree program is designed to prepare “safe and professional trained operators of large commercial transport equipment.” This school is not accredited.

Greenleaf University
St. Louis, Missouri

This not-for-profit institution developed from the Institute for Professional Studies, exempted from Missouri’s certification requirements in 1990 as a religiously affiliated institution. Based on changes in the school’s operations and in the statutes relating to religious exemption categories, certification program staff requested that the institution submit an application for certification to operate. The proposal includes offering bachelor’s, master’s and doctoral degree programs in management, leadership and administration. This school is not accredited.

Mid-America Dental Careers
Columbia, Missouri

This for-profit school proposes to offer a single, 12 week nondegree program in dental assisting. The school catalog states the objective of the school is to prepare “students for entry-level positions as a chairside assistant in a dental office.” The school is not accredited.

Colorado Technical University
North Kansas City, Missouri

Colorado Technical University (CTU) of Denver, Colorado and Sanford Brown College, based in Fenton, Missouri, are owned by the Career Education Corporation, a for-profit system of schools based in Hoffman Estates, Illinois. This proposal is to transfer the control of this North Kansas City location from Sanford Brown to CTU. The proposal does not include any substantive revisions to the instructional programs currently offered at the campus or the campus organization as it exists. CTU is accredited by the Higher Learning Commission. Sanford Brown is accredited by the Accrediting Council of Independent Colleges and Schools.

Applications Pending Approval (Authorization Only to Recruit Students)

Virginia College - Technical
Pelham, Alabama

This proposal is to authorize Virginia College - Technical, a for-profit school based in Pensacola, Florida, to recruit students from Missouri to enroll at its campus in Pelham, Alabama. Virginia College was established in 1983 in Roanoke, Virginia and acquired the Pensacola campus in 1991. The school offers a range of associate degree and nondegree programs in automotive collision/refinishing and automotive/light diesel technologies. The school is accredited by the Accrediting Council of Independent Colleges and Schools.

Exemptions Granted

Cyber Learning Center
St. Louis, Missouri

This learning center is operated by Provident Counseling, Inc., one of the oldest not-for-profit family services agencies in St. Louis. The learning center offers a customer service training program that provides students with soft skill training, such as résumé preparation, job interviewing, workplace coping, and dressing for success. The school was exempted as “a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees.” The school is not accredited.

Entrenar
Kirkwood, Missouri

This school offers English language instruction for adult learners whose first language is not English. The purpose of the training program is to help individuals improve their “real language” communication skills, increase their knowledge of American people and culture, and to practice English in natural situations. The school was exempted as “a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees.” The school is not accredited.

Malachi Bible College
St. Louis, Missouri

This religious school is owned and operated by the Messiah Full Gospel Church, a not-for-profit religious organization based in Mascoutah, Illinois. The school offers degree programs at the bachelor’s, master’s and doctoral levels in a range of religious subject areas. The school was exempted as “a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or

certificates other than those specifically designated as theological, bible, divinity or other religious designation.” The school is not accredited.

Surreal Modeling
St. Peters, Missouri

This agency offers a set of instructional programs designed to assist individuals, primarily those under the age of 16, wishing to enter the modeling field. The school was exempted as “a school or person whose clientele are primarily students aged sixteen or under.” The school is not accredited.

Applications Withdrawn

Midwest Missouri University
St. Louis, Missouri

This proposed institution, operated as a private, non-profit corporation, submitted an application to establish its administrative offices in the state of Missouri. The proposal included a single instructional program, a Master of Business Administration (MBA). All coursework would be delivered using a blended system of classroom instruction, distance education and independent study. The program was designed to address the needs of students from southern and southeastern Asia for advanced business education. After preliminary review of the application and related materials, staff raised concern regarding apparent school operations prior to the issuance of a certificate of approval and the ability to satisfy statutory provisions requiring a minimum level of operation in the state. In response, school officials requested that the application for certification be withdrawn from consideration for approval.

Applications Denied

John Thomas College of Naturopathic Medicine
St. Charles, Missouri

This is a proposal to establish a new for-profit institution of higher education in order to provide naturopathic medical education programs. The proposal includes one first professional degree program, a Doctor of Naturopathic Medicine (NMD) degree, and a Pharmacology elective track. Enrollment in the proposed school would be limited to persons with “a professional health care degree and license-eligible or statutorily licensed to diagnose and treat the human body.” Coursework would be delivered through classroom work (in a Friday evening through Sunday format), through distance education methods, and through supervised research. This school is not accredited.

Initial report to CBHE: June 2003

Current status: On July 30, 2004, the applicants were sent notification that the certificate of approval to operate had been denied. Denial was based on the failure of the application for confirm compliance with certification

standards relating to program content and achievement requirements, financial stability and viability, and learning resources and student support. On August 24, 2004, John Thomas College filed an appeal of the denial with the Administrative Hearing Commission, as provided in section 173.606, RSMo. A hearing is scheduled for January 11, 2005.

Schools Closed

Bartending College of St. Louis
St. Louis, Missouri

This school, established in Missouri in 2003, offered a single program to prepare individuals for the beverage service industry. The department was notified by officials of this school of plans to cease operations and department staff worked with those officials to ensure all educational obligations to students were satisfied and educational records of students that attended the school were adequately preserved.

Boston Bartenders School of America
Kansas City, Missouri

This school, established in Missouri in 2001, offered a single program to prepare individuals for the beverage service industry. The department was notified by officials of this school of plans to cease operations and department staff worked with those officials to ensure all educational obligations to students were satisfied and educational records of students that attended the school were adequately preserved.

Hook-Up Drivers
Joplin, Missouri

This school, established in 1999, offered a limited number of programs designed to prepare commercial truck drivers for attaining their Commercial Drivers License (CDL) and employment as professional drivers. The department was notified by officials of this school of plans to cease operations and department staff worked with those officials to ensure all educational obligations to students were satisfied and educational records of students that attended the school were adequately preserved.

Review of Systems School of Medical Transcription
Four Seasons, Missouri

This distance-education school, established in 1997, offered a limited range of programs in medical transcription. The department was recently notified by officials of this school of plans to cease operations. Department staff is working with school officials to ensure all educational obligations to students are satisfied and educational records of students that attended the school are adequately preserved.

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on the Committee on Transfer and Articulation
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

The CBHE Committee on Transfer and Articulation (COTA) has responsibility to promote and monitor the board's Credit Transfer policies and to work with institutional representatives to ensure successful student transfer and effective articulation agreements. The intent of this board item is to provide an update on COTA.

Background

The CBHE has statutory responsibility to promote and facilitate the transfer of students between institutions of higher education within the state. COTA serves as a standing CBHE advisory committee to ensure that effective transfer and articulation policies are developed, implemented, evaluated, and monitored. Within this context, COTA also has the challenge of identifying measures of success that will help inform discussions about the effectiveness of Missouri's transfer and articulation system. COTA also serves as the appeals board for formal complaints about transfer/articulation practices. COTA is composed of eight presidents/chancellors (or their designees) with representation from each sector. COTA membership is included in the attachment.

Several COTA members are new, and other vacancies are anticipated in the near future. During this period of transition for higher education, questions have been raised about the effectiveness of COTA as a CBHE Standing Committee. There has also been extensive dialogue among COPHE and MCCA members (including some COTA members) about forging a joint statement on transfer and identifying transfer challenges that require attention.

COTA is scheduled to hold both a business meeting and a work session on October 18, 2004, in Jefferson City. Tentative agenda items for the business meeting include an update on the COPHE/MCCA transfer discussion, an update from the September 21, 2004, chief academic officer discussion on transfer/articulation challenges, an update on dual credit issues, a review of early childhood articulation guidelines, and presentation by DESE on model tech/prep articulations. Following its business meeting, COTA will hold a work session focused on a review and self-assessment of its effectiveness. COTA members will develop a tentative list of priorities for the year and identify draft recommendations for any changes to the committee's structure and responsibilities.

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Conclusions

CBHE policies on transfer and articulation are intended to ensure an efficient, fair, and predictable transfer and articulation system that is sensitive to student needs and supports state goals for enhanced preparation of K-12 students, successful participation of college students and performance excellence of institutions. A joint COPHE/MCCA statement on transfer will demonstrate to both internal and external constituencies the commitment of educational leaders from public institutions to ensure that transfer and articulation challenges are addressed and opportunities are pursued. Since students readily transfer across sector boundaries, a joint statement that covers public, independent, and proprietary institutions should also be pursued.

STATUTORY REFERENCE

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board
Section 167.223, RSMo, High schools may offer postsecondary course options—fees

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Committee on Transfer and Articulation Membership

CBHE Committee on Transfer and Articulation

July 1, 2004

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AGENDA ITEM SUMMARY

AGENDA ITEM

Update on MDHE Performance Improvement Projects
Coordinating Board for Higher Education
October 14, 2004

DESCRIPTION

During the Coordinating Board meeting on June 10, 2004, the board received an update on three of the department's performance improvement projects: American Student Assistance (ASA) Loan Servicing Contract implementation; institutional performance review and planning sessions; and the measuring value-added student learning project.

The purpose of this agenda item is to update the board on two additional performance improvement projects: Student Financial Aid and Financial Literacy.

Student Financial Aid

The Student Financial Aid performance improvement team met on August 9 and again on September 17, 2004.

During the August 9 meeting, the team considered a successful student financial aid system resulting in one that:

- Provides greater access to higher education;
- Has greater performance;
- Leads to greater completion rates;
- Minimizes student debt;
- Provides choices; and
- Keeps the best students in the state.

The successful system, has among its features, the following:

- Has similar requirements and formulas as federal programs;
- Provides incentives for families to do what they can in helping finance the cost of a college education;
- Provides incentives for higher academic achievement and preparation in high school;
- Promotes participation and completion of degrees; and
- Is flexible and can focus on potential workforce needs.

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System attributes would include:

- The efficient use of resources to maximize the number of students who can benefit from access to higher education;
- Easy to apply for and receive student financial aid;
- Equally distributes the aid across levels of student financial need; and
- Is well understood by parents, students, and other stakeholders (such as teachers and high school counselors).

During its meeting on September 17, the Student Financial Aid performance improvement team discussed a new mission and direction for the team, which would include developing a new financial aid program that gives financial aid to the most-needy students capable of succeeding in college. This new program would:

- Replace existing need-based student financial aid programs;
- Be less complex than existing programs;
- Define “needy” and “success in college;” and
- Limit exclusionary terms so the aid follows the student.

The team posed several research questions that would need to be answered to design this program.

The questions posed by the team included:

- How many “needy” Missouri students would qualify for aid?
- How many of those “needy” Missouri students would apply to college?
- How many of these “needy” Missouri students will be prepared to succeed in college?
- How much financial aid do these “needy” Missouri students need?

Financial Literacy Program

The Financial Literacy project team met on August 26, 2004 and proposed that a successful financial literacy program would be one that results in:

- Knowledgeable consumers who are aware of what it means to manage their personal finances;
- Consumers who have control over their finances;
- Consumer responsibility; and
- Consumers reaching their goals and prioritized needs.

A successful financial literacy program also results in:

- An understanding of the long term consequences of borrowing;
- Financial security;
- Mature spending habits;
- Financial solvency;
- Debt repayment, minimal long term debt, and knowledge about getting out of debt;
- Checks and balances on income and expenses;
- Consumers informed about ways to save and invest money; and
- Access to helpful financial assistance resources.

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On August 26, the team also concluded that a successful financial literacy program would not result in:

- A short term approach with no long lasting impact;
- Consumers that are afraid of using credit;
- Credit carelessness;
- Complex financial literacy curricula; and
- The inclusion of content that is not applicable to participant's situations.

On October 4, 2004 a focus group of 15 high school students will convene to provide guidance and advice on the content of a financial literacy curriculum and methods of deployment. Another focus group of 15 different high school students is scheduled for October 16. During these focus group meetings selected findings from the student financial aid research MDHE has undertaken with financial support from Lumina Foundation for Education regarding student loan and degree completion will be presented.

The Student Financial Aid performance improvement team meetings have been facilitated by Bill Bott of Missouri Results Initiative. The Financial Literacy meetings are being facilitated by Susanne Medley, MDHE Director of Communications and Customer Assistance. Each project is addressing substantive issues and progressing in a timely manner.

RECOMMENDED ACTION

This is an information item only.